CALENDAR

OF

Queen's University and College,

KINGSTON, CANADA.

SESSION 1873-74.

INCORPORATED BY ROYAL CHARTER.
A.D. 1841.

UNIVERSITY OFFICERS.

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    Professor of Oriental Languages, Biblical Criticism, and Church History.

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    Professor of Mathematics and Natural Philosophy.

Rev. JOHN H. MACKERRAS, M.A.,
    Professor of Classical Literature.

NATHAN F. DUPUIS, M.A., F.B.S. Edin.,
    Professor of Chemistry and Natural History.

Rev. GEORGE D. FERGUSON, B.A.,
    Professor of History and English Literature, and Lecturer on Modern
        Languages.

JOHN WATSON, M.A.,
    Professor of Logic, Metaphysics, and Ethics.

Secretary—PROFESSOR MOWAT.

Registrar—PROFESSOR MOWAT.

Examiner for Matriculation in Medicine—SAMUEL WOODS, Esq., M.A.

CONVOCATION.

Members.—Trustees, Professors, Lecturers, Fellows, Graduates.
President—The Principal. Secretary—Prof. Mowat.

OBSERVATORY.

Board.—The Principal, Professor Williamson, M. Flanigan, Esq.
Director—Prof. Williamson. Observer—Prof. Dupuis. Secretary—Prof. Mowat.

THE LIBRARY.

Curators—The Principal, Professor Mowat.

Secretary—Prof. Mowat. Librarian—Prof. Dupuis.

Curator of the Museum—The Professor of Natural History.

Janitor—John Cormack.

BENEFACTIONS.

ENDOWMENTS AND BEQUESTS.

St. Andrew's Church Ladies' Association, Toronto—Scholarship $ 800 00	
Ladies of Kingston—Scholarship 1,113 00	
His Royal Highness THE PRINCE OF WALES—Prize 800 00	
The late JOHN MOWAT, Esq., Kingston—Scholarship 800 00	
Rev. ALEXANDER LEWIS, Mono—Prize 400 00	
The late GEORGE MICHIE, Esq., Toronto 2,000 00	
The late EDW. H. HARDY, Kingston 400 00	
MRS. GLASS, Sarnia, for HENRY GLASS Memorial Scholarship ... 500 00	
A gentleman in New Brunswick—Dominion Scholarship ... 800 00	
Friends of the late Principal LEITCH in Scotland and Canada—	
Scholarships 2,433 33	

ANNUAL CONTRIBUTIONS.

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Students' Association, St. Andrews, Scotland—Scholarship ... 36 51	
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DONATIONS, 1872–73.

To the Library—Prof. Crawford, D.D., Edinburgh, Scotland, 2 vols.; Rev. D. Masson, M.A., M.D., do., 12 vols.; Office of Schemes of Church of Scotland, do., 15 vols.; Rev. R. Pollock, LL.D., Glasgow, do., 2 vols.; Smithsonian Institute, Washington, U.S., 3 vols.; Prof. A. Melville Bell, Brantford, Ont., 7 vols.; Dominion Government, 11 vols.; Single volumes, 11.

To the Museum—Miscellaneous articles from Professors Williamson and Mackerras; Mrs. G. Mattice, Cornwall, and Geo. Bell, Jr., Clifton, Ont., Coins; W. A. Lang, B.A., Almonte, an Indian Gouge.

ENDOWMENT FUND.

The endowment scheme, begun in January, 1869, has now realized for capital $92,912.57, including $7,807.90, loaned to meet recent deficiencies in College revenue. To be adequate the Fund should be $150,000. Privileges are connected with paid subscriptions as follows:—

1. Each subscription of $500 is the foundation of a SCHOLARSHIP bearing in perpetuity the subscriber's name or any other name which the subscriber may give it; the annual value of the Scholarship is the privilege allowed to one student to attend College free of class fees (at present $20 per session); the Scholarship is awarded annually as the subscriber directs in writing; after the subscriber's death it is tenable by his lineal representatives in order of seniority.

2. Subscribers of $100, $200, $300, and $400, have the right to nominate at any time during life, one, two, three, or four students respectively, to a full course in Arts free of class fees.

Subscribers not entitled to privileges may still acquire them by making their subscriptions conform to these regulations.

Certificates of privileges secured have been issued as follows : —

I. NOMINATIONS.
(Value, 254x100=$25,400.)

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TORONTO—Rev. J. Barclay, D.D., A. Mercer, J. H. Morris, J. Gordon, F. McHardy, A. Morrison, 2; A. Campbell, J. S. Grassick, G. H. Wilson, I. C. Gilmor, Hon. O. Mowat, LL.D., 3.

MONTREAL—T. Paton, 2; R. Leckie, 2; J. Frothingham 2; A. Mitchell, T. Peck, W. Benny, Mrs. Law, Sen., J. Binmore, J. Fairie, A. McGibbon, A. Ogilvie, A. Walker, G. W. Campbell, M.D., J. Benny, J. Drummond, (Petite Cote), Sir W. E. Logan, J. L. Morris, W. Christie, J. Fraser, A Friend, J. Lillie, Mrs. N. McIntosh, J. Hickson, J. Benning, Mrs. C. Low, J. McLennan, H. McLennan, D. A. Smith, J. McDougall, J. Fraser, (Drummond St.), A. McPherson, R. Jellyman, R. Kerr, J. Hope, 2; W. Reid, D. Bellhouse, A. Cross, Rev. R. Campbell, M.A., J. D. Anderson, J. S. Hunter, W. Darling, F. P. Currie, R. Esdaile, J. C. Watson, H. McKay, A. T. Drummond, LL.B.

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NOTTAWASAGA—Rev. A. McDonald, B.A.
E. NOTTAWASAGA—Rev. D. McDonald, M.A.
W. KING—Rev. J. Carmichael, D. McMurchy.
MARKHAM—G. Miller, Rev. J. S. Eakin, B.A.
ALMONTE—J. D. Gemmill, 2 ; J. H. Wylie, Rev. J. Gordon, B.A.
WESTMEATH—Mrs. E. Carmichael, Walter Findlay.
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II. SCHOLARSHIPS.
(Foundation value, 62x500=$31,000.)

|	
Allan Hugh (Sir) 3...Montreal.	Mackerras (Prof.) ......Kingston.
Andrew Allan 2.......Montreal.	Maclennan (James)......Toronto.
Bronson (H.F.).........Ottawa.	Macpherson(Hon.D.L.) Toronto.
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Carruthers (John) 2...Kingston.	Morrison (John) ....Montreal.
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Crawford(Alex) ......Montreal.	Muir (Robert) ....Montreal.
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*Memorial Scholarships.

GENERAL ANNOUNCEMENT.

QUEEN'S COLLEGE has, under its Royal Charter, "the style and privileges of a University"

The thirty-second Session will be opened on the first Wednesday (1st) of October, 1873, at 3 o'clock P.M., when an address will be delivered by Professor Watson.

Kingston is easily accessible on account of its central situation, and is one of the healthiest localities in Western Canada.

☞ *Students are particularly requested to give attention to the contents of the following pages, as all intimations shall be strictly adhered to.*

☞ A complete compilation of Statutes and By-laws, containing information as to scholastic requirements and defining the duties of students, is published separately. Copies may be obtained on application to the Registrar.

BOARDING.—No student is allowed to board or lodge in any house not approved of by the Senate, except by permission of parents or guardians given in writing. Information as to approved houses may be obtained from the Registrar. The expense of suitable boarding is moderate.

REGISTRATION.—All students are required to have their names and other particulars entered in the University Register.

At the time of registration they must produce a certificate of character from their ministers or other competent persons and the College Treasurer's receipt for fees, and must sign a declaration promising due respect and obedience to the University authorities, a careful and diligent attention to their studies, and a courteous and peaceable behaviour towards their fellow-students.

ENTRANCE EXAMINATIONS.—The subjects of these will be found under the head of "Examinations" in connection with each Faculty. Students not intending to graduate are not required to appear at the Matriculation Examinations, but are recommended to do so, in order to satisfy themselves as to their fitness to enter classes with advantage.

MORNING PRAYERS —All students must attend morning prayers, except when absence is allowed by the Principal or the Senate. The attendance is marked in the University certificates. They must also attend the churches to which they profess to belong, and produce certificates of attendance from their clergymen when required.

THE LIBRARY contains over 9,000 volumes. All registered students are entitled to the use of it, subject to By-laws.

THE OBSERVATORY.—In 1855 subscribers aided by the City Corporation founded an Astronomical Observatory, which was transferred by deed to the University in 1861.

THE MUSEUM.—The Mineralogical and Palæontological collections are extensive and valuable. Occasional demonstrations are given to students. Friendly services towards the furnishing and enlargement of the Museum are solicited.

FEES.—The following fees are payable strictly in advance— class fees on University day (16th October); graduation fees on or before the 22nd April.

Class fees—Full course in Arts, per Session	$20	00
" One year's classes not part of full course... ...	25	00
" A single class in any department...	5	00
Registration, per session	4	00
Apparatus	2	00
Matriculation Examination	1	00
Pass Examination	2	00
Graduation Fee, Bachelor of Arts (B·A.)	10	00
" " Master of Arts (M.A)	20	00
Bachelor of Divinity (B.D.)	20	00
Admission *ad eundem gradum*, B.A.	10	00
" " " M.A.	20	00

ACADEMIC YEAR 1873–74.

1873.	
Oct.....1	Session begins.
2	Matriculation Examinations in Arts begin.
6	Examinations for Mowat and Cataraqui Scholarships.
16	University Day—Registration, &c.
Nov... 7	Matriculation Examinations in Theology begin.
14	Written Examinations in Arts.
Dec... 6	Matriculation Examinations in Medicine.
19	Written Examinations.
23	Christmas Holidays begin.
1874.	
Jan... 7	Classes re-open.
9	Statutory Meeting of Senate.
Feb... 6	Written Examinations.
14	Time for receiving Theses for M.D. expires.
March 6	Written Examinations.
10	Time for receiving subjects of Theses for M.A. expires.
12	Primary and Final Examinations in Medicine begin.
April 3	Notices of intention to appear at ensuing Examinations required.
	Written Examinations.
6	Class-work in Arts closes.
7	Time for receiving Theses for M.A. expires.
13	University Examinations in Arts begin.
15	Class-work in Theology closes.
22	University Examinations in Theology begin.
28	Statutory Meeting of Senate.
30	Convocation for distributing Prizes, announcing Honours, laureating Graduates, and electing Fellows.

FACULTY OF ARTS.

Intrants may complete the following course for Graduation in three sessions, by passing satisfactorily the second Matriculation Examination. Students not intending to graduate may take any of the classes without regard to the prescribed order. In all the classes there are frequent oral examinations, besides a monthly examination conducted in writing.

Matriculation Examinations begin on 2nd October.

I. ATTENDANCE.

Hours	Monday.	Tuesday.	Wednesday.	Thursday.	Friday.
	FIRST YEAR.				
9	Greek.	Greek.	Greek.	Greek.	Greek.
10	Mathematics.	Mathematics.	Mathematics.	Mathematics.	Mathematics.
11	Latin.	Latin.	Latin.	Latin.	Latin.
12	Eng.Language.		Eng.Language.	Eng.Language.	
	SECOND YEAR.				
9	Mathematics.	Mathematics.	Mathematics.	Logic.	Logic.
10	Classics.	Classics.	Classics.	Classics.	Classics.
11	French.	Chemistry.	French.	French.	Chemistry.
12	Chemistry.	Eng.Literature.	Chemistry.	Chemistry.	Eng.Literature.
	THIRD YEAR.				
9	Botany.	and	Zoology.	French.	French.
10	Metaphysics.	Metaphysics.	Metaphysics.	Metaphysics.	Metaphysics.
11	Nat.Philosophy.	Nat.Philosophy.	Nat.Philosophy.	Nat.Philosophy	Metaphysics.
12		Classics.		Classics.	Classics.
	FOURTH YEAR.				
9	German.*	German.*	German.*	Geology.	Geology.
10	History.	History.	History.	History.	History.
11	Ethics.	Ethics.	Ethics.	Ethics.	Nat.Philosophy
12	Nat.Philosophy	Classics.	Nat.Philosophy	Classics.	Classics.

*Attendance is optional. A Class will be formed if a sufficient number of Students offer.

II. DEPARTMENTS AND SUBJECTS OF STUDY.

1—CLASSICS.

First Year.

LATIN.	GREEK.	COLLATERAL SUBJECTS.
Cicero in Catilinam, I. Virgil, Æneid, Book XII. Horace, Odes, Book III.	Homer, Iliad, Book VI. Lucian, Timon. Gospel by John.	Latin Composition. Latin Prosody. Roman Antiquities.
Cicero pro Archia. Horace, Epodes.	Xenophon, Anabasis, Bk. V. ⎱ Homer, Odyssey, Bk. XII. ⎰	Additional for Honours.

Second Year.

Cicero de Oratore, Bk. II. Virgil, Georgics, Bk. I. Livy, Bk. XXII.	Demosthenes, Philip III. Euripides, Alcestis. Acts of the Apostles.	Latin Composition. Greek Composition, Prosody, and Antiquities.
Tacitus, Annals, Bk. I. Horace, Ars Poetica.	Herodotus, Bk. VI. Homer, Odyssey, Bk. XXI. ⎰	Additional for Honours.

Third Year.

Tacitus, Agricola. Juvenal, Satire X.	Sophocles, Antigone. Plato, Apology. Epistle to the Ephesians.	Latin Composition. Greek Composition, Prosody, and Antiquities.
Livy, Book XXI. Cicero pro Ligario.	Demosthenes, Philip. II. Pindar, Olympic Odes. ⎰	Additional for Honours.

Fourth Year.

Plautus, Aulularia.	Thucydides, Bk. I. Æschylus, Prometheus.	Latin Composition. Greek Composition, Prosody, and Antiquities.
Lucretius, Bk. V.	Demosthenes de Corona. ⎱ Hesiod, Works and Days. ⎰	Additional for Honours.

2—MATHEMATICS AND NATURAL PHILOSOPHY.

First Year.

Euclid I.–VI. (Simson). Algebra (Wood, pp. 1–174, omitting pp. 136–161.)
Collateral Subjects.—Trigonometry. Logarithms. Exercises.

Additional for Honours—Problems in Geometry. Algebra—Inequalities,
Ratios, Proportion and Variation. (Wood. ed. 1861, pp. 136–161.)

Summer work for second Matriculation Examination—Euclid XI, 1–21,
33; XII, 1, 2, with 1st Lemma (Simson). Algebra—Arithmetical,
Geometrical and Harmonical Progressions, Permutations and Com-
binations. (Wood, ed. 1861, pp. 161–180.)

Second Year—MATHEMATICS.

Plane and Spherical Trigonometry (Snowball). Conic Sections, (Whewell). Analytical Geometry (Hann's in Weale's Series.)

Collateral subjects:—Exercises. Plane and Geodetical Surveying, with the use of Surveying and Astronomical instruments.

Additional for Honours— Mathematics of the First and Second Year.

Summer Work for third Matriculation Examination—Mensuration (Weale's Series, pp. 19–66.) Hydrostatics (Galbraith and Haughton, chaps. I. II.)

A Prize will be awarded for the best solutions of the Problems in Snowball (ed.1863), p. 149, § XIX. 1–12, inclusive, and p. 158, § XXIV. 1–9, inclusive, given in by the 15th October.

Third Year—NATURAL PHILOSOPHY.

Mechanics (Galbraith and Haughton's). Hydrostatics (do). Draper's Natural Philosophy. Analytical Geometry and Differential Calculus one day in the week (Ritchie, Hall). Collateral subjects:—Problems.

Additional for Honours—Problems in Statics and Dynamics.

Summer work for fourth Matriculation Examination.—Optics (Dupuis', pp. 9–30.)

Fourth Year—NATURAL PHILOSOPHY.

Lectures. Optics (Galbraith and Haughton's, Dupuis'). Differentialand Integral Calculus one day in the week (Hall). Collateral subjects: Problems in Natural Philosophy. Essays.

Additional for Honours—Elements of the Differential and Integral Calculus; Evan's Newton's Principia, ed. 1855, secs. II and III, pp. 26–52, or the same propositions in Frost's Edition 1863.

3—LOGIC, METAPHYSICS AND ETHICS.

Second Year—LOGIC.

Text-book—Whately's Logic. Lectures.

Additional for Honours—Whewell's "Novum Organum Renovatum;" Mill's Logic, Books III and IV.

Subject of Summer Essay—*Induction.*

Third Year—METAPHYSICS.

The course will comprise

1. A critical account of the main philosophical systems of Greece.

2. Lectures on (*a*) Psychology, (*b*) Pure Metaphysics, and (*c*) the Relation of Philosophy to common consciousness and the Special Sciences.

Additional for Honours—Schwegler's History of Philosophy § 24–35 inclusive. Kant's " Critical Philosophy for English Readers," by Mahaffy,

Fourth Year—ETHICS.

Text-book—Stewart's Outlines of Moral Philosophy, by McCosh. The Lectures embrace

1. A critical account of the leading Ethical systems of modern times.

2. A systematic treatment of (*a*) the Appetites, Feelings and Desires, (*b*) Man's Moral and Social Nature, and (*c*) the relation between Morality and Religion.

Additional for Honours—Kant's " Metaphysics of Ethics," by Semple.

4—CHEMISTRY AND NATURAL HISTORY.

Second Year—CHEMISTRY.

The Lectures treat of the principles of Inorganic and Organic Chemistry, and are illustrated by diagrams and experiments.

Additional for Honours—Physical Chemistry in Draper's Chemistry.

Third Year—BOTANY AND ZOOLOGY.

The Lectures on Botany embrace the principles of the Science, both structural and physiological, with an outline on the nature and systems of classification ; those on Zoology treat of the functions and classification of animals. The subjects are illustrated by specimens and diagrams.

Additional for Honours—A special paper on Botany, and Milne Edward's Manual of Zoology, Part I.

Fourth Year—MINERALOGY AND GEOLOGY.

Lectures on these subjects are illustrated by specimens of minerals, rocks, and fossils, and by diagrams.

Additional for Honours—Ansted's Applications of Geology, and Chapman's Geology of Canada.

5—HISTORY, ENGLISH LITERATURE, AND MODERN LANGUAGES.

First Year—ENGLISH LANGUAGE.

Text-book—Shute's Manual of Anglo-Saxon. The lectures treat of the language in respect to its composition, vocabulary, and changes.

Second Year—English Literature.

Lectures. Additional for Honours—The Literature of the 17th and 18th centuries in Smith's edition of Shaw's Manual of English Literature.

Subject of Summer Essay—*The Life and Writings of Chaucer.* The essays must be given in on or before 1st November.

Fourth Year—History.

I. Ancient History. For Matriculation Examination—Collier's Great Events of History. Lectures on (1) the migrations of the human family ; (2) the origin of the Greeks and Romans respectively, and their influence on civilization.

II. Modern History. Lectures on the History of Civilization in Europe.

Subject for Summer Essay —*The British House of Commons.*

Second and Third Years—French.

Junior.—Text-books—De Fiva's Grammar and Voltaire's Charles xii.

Senior.—Text-books—Voltaire's Zaire, Corneille's Horace.

CLASS PRIZES.

Prizes may be awarded by the Professors for Eminence in any kind of class-work, but they are usually determined by the written examinations and exercises. First and Second Class *merit certificates* are also awarded according to the standing attained at the written examinations.

III. UNIVERSITY EXAMINATIONS.

These must be passed in order by all candidates for the Degree of Bachelor. They are in writing chiefly, and correspond to the several years of the course, as follows :—

First Matriculation admitting to the rank of Undergraduates.

Classics.—Virgil. Æneid, Bk. II ; Translation of English into Latin Prose ; Greek Grammar ; Lucian, Charon.

Candidates may prefer equivalent portions of other Classical works, but in so doing cannot compete for rank or Scholarships.

Arithmetic.—As far as Extraction of Roots, inclusive.

Algebra.—To end of Simple Equations : Geometry—Euclid, Bks. I, II,

English—Bullion's Analytical and Practical Grammar,

Second, third, and *fourth Matriculation* on subjects of first, second and third years respectively (except French in the last), with additions prescribed in the different Departments.

First, second, and *third Pass,* on the work of the first, second and third sessions respectively (except French in the second.)

Final, for B.A., on the books and subjects prescribed for the fourth year's classes.

Honours may be taken in any Department, but only when candidates pass in all Departments.

MARKS FOR UNIVERSITY EXAMINATIONS.

FIRST YEAR.	SECOND YEAR.	THIRD YEAR.	FOURTH YEAR.
Classics..........2000	Classics..........1000	Classics..........1000	Classics..........1000
Mathematics.....1000	Mathematics.....1000	Nat. Philosophy..2000	Nat. Philosophy..1000
English Language1000	Logic............1000	Metaphysics.....2000	Ethics..........1000
	Chemistry.......1000	Natural Science..1000	Natural Science..1000
	EnglishLiterature1000	French..........1000	History..........1000

DEGREE OF MASTER (M.A.)

This Degree cannot be taken until after two years from the date of graduation as Bachelor. The candidate must compose a satisfactory Thesis on some subject taught in the Faculty or closely bearing on one of the Departments. Intimation of the subject must be given to the Secretary of the Senate on or before 10th March, and the Thesis must be in his hands on or before 7th April, together with a certificate of moral character and of age which must be at least twenty-one years.

Graduates of other Colleges are admitted *ad eundem gradum* (B.A. or M.A.) on producing satisfactory proof of rank and character.

The Degree of Doctor of Laws (LL.D.) is honorary, and is awarded for literary, scientific, or professional distinction.

FACULTY OF THEOLOGY.

Matriculation Examinations begin on Friday, 7th Nov.

The prescribed order of classes must be observed by all students intending to graduate or having in view the ministry of the Presbyterian Church of Canada in connection with the Church of Scotland.

1—DIVINITY.

Hours—9-10 A.M., and 2-3 P.M.

Lectures on Systematic Theology, the Pastoral Office, and Homiletics, with prelections and examinations on Hill's Lectures on Divinity, Butler's Analogy, Paley's Evidences, and Greek Testament for Doctrinal Exegesis. Students have opportunities of conducting devotional exercises, practising pulpit elocution, and performing missionary work.

2—HEBREW, CHALDEE, SYRIAC AND ARABIC.

FIRST YEAR.	SECOND YEAR.	THIRD YEAR.
10—11 A.M.	4—5 P.M	11—12 A.M.
Wolfe's Hebrew Grammar.	Gesenius' Hebrew Grammar.	Gesenius' Hebrew Grammar.
Genesis I-III.	Prov. XX-XXI.	Ps. I-XXX; Jer. VIII-X.
Exodus IV.	Job XXXVIII-XLI.	Translations into Hebrew.
Nahum.	Eccles. I-III.	Rigg's Chaldee Manual.
Translations into Hebrew.	Isaiah LII-LIV.	Ezra IV; Daniel II-III.
	Translations into Hebrew.	Uhlemann's Syriac Grammar.
		Syriac New Testament.
		Stewart's Arabic Grammar.
		Arabic Old Testament.

3—BIBLICAL CRITICISM.

FIRST AND SECOND YEARS.	THIRD YEAR.
Tues., Wed.. and Fri., 3—4 P.M.	*Tues., Wed., and Fri.*, 12—1.
Epistles to Philippians, Colossians, and Philemon, in Greek.	Acts of Apostles in Greek.
Ellicott on Philippians, Colossians, and Philemon.	Trollope on Acts.
Angus' Bible Handbook.	Angus' Bible Handbook.
Lectures.	Lectures.

4—CHURCH HISTORY.

FIRST AND SECOND YEARS.	THIRD YEAR.
Mon. and Thurs., 3—4 P.M.	*Mon. and Thurs.*, 12—1.
Killen's Ancient Church.	Wharey's Church History.
Lectures.	History of the Church of Scotland.
	Lectures.

The Church requires the following discourses to be delivered during the Course:—Homily and Exegesis ; Lecture and Greek Exercise ; Sermon and Hebrew Exercise. Two are required each session in order.

SUBJECTS OF MATRICULATION EXAMINATION.

First Year.—Westminster Confession ; Hill's Lectures, Bk. I., Chaps. 2, 3, 4 ; Gospel by Mark in Greek and English.

Second and Third Years.—DIVINITY, CHURCH HISTORY, and BIBLICAL CRITICISM—Portions of Text-books used last Session. GREEK TESTAMENT—Ephesians IV–VI, Ellicott on do. ; HEBREW— *Juniors*—Grammar, Isaiah LV–LVII—*Seniors*—Grammar, Ezek. XXXV–XXXVIII.

PASS EXAMINATIONS on the work of each session.

MARKS :—Divinity, 240 (Hill, &c., 100, Butler 80, Paley, 60) ; Hebrew and Chaldee, 150 ; Biblical Criticism, 100 ; Church History, 50.

DEGREE OF BACHELOR OF DIVINITY (B.D.)

To obtain this Degree three-fourths of the marks allotted to each of the following subjects must be gained at the Final Examinations :—

1. Prelections of the Third Session.
2. Greek—Acts of the Apostles.
3. Wharey's Church History and History of the Church of Scotland.
4. Angus' Bible Handbook, Ch. IV, Rules of Interpretation.
5. Hebrew—Psalms I–XXV ; Chaldee—Daniel II–III.
6. Paley's Evidences.
7. Butler's Analogy.
8. Hill's Lectures (Evidences excepted.)

Alumni of former years or of other Colleges may compete for the Degree. In their case the subjects of Examination are 2, 3, 4, 6, 7, 8 of the above list; Hebrew, Exodus I–XXI, and Psalms I–XLI; Chaldee, Daniel II, III. All candidates must be Bachelors of Arts.

The Degree of Doctor of Divinity (D.D.) is honorary, and is given for literary, scientific, or professional distinction,

SCHOLARSHIPS.

With the exceptions noted below, scholarships are awarded upon the Matriculation Examinations of the years with which they are respectively connected. (See By-laws). The years of the course in which they are tenable are indicated below in the last column but one.

FACULTY OF ARTS.

No	NAME.	BY WHOM AND WHEN FOUNDED.	VALUE a		
1	MOWAT *c*	Late John Mowat, Esq., Kingston...1861.	$50 00	1	*b*O.
2	CAMPBELL *d*	Hon. Alex. Campbell, Kingston,....1862.	80 00	1	O.
3	WATKINS *e*	John Watkins, Esq., Kingston......1862.	80 00	1	O.
4	LEITCH MEMORIAL(1)	Subscribers...... ....1866.	57 00	1	O.
5	ST. PAUL'S CHURCH	Congregation of St. Paul's,Montreal 1865.	60 00	1	S.
6	ALLAN	Sir Hugh Allan, Montreal...........1857.	50 00	1	S.
7	HARDY MEMORIAL	Mrs. Edw. H. Hardy, Kingston......1871.	50 00	2	O.
8	SYNOD (1)	The Church... ....1865.	80 00	2	S.
9	ST. ANDREW'S	Students, St. Andrew's, Scotland. ..1862.	50 00	2	S.
10	HENRY GLASS MEMORIAL	Mrs. Glass, Sarnia.................1869.	35 00	2	S.
11	KINGSTON......	Ladies of Kingston,................1861.	35 00	3	O.
12	SYNOD (2).,...........	The Church........ ....1866.	80 00	3	S.
13	ABERDEEN..	Students, Aberdeen, Scotland......1856.	50 00	3	S.
14	CATARAQUI *f*...	A Friend, Kingston.................1867.	50 00	3	O.
15	SYNOD (3)	The Church... ....1867.	80 00	4	S.
16	RUSSEL...................	James Russel, Esq., Hamilton, Ont..1872.	50 00	4	O.

FACULTY OF THEOLOGY.

No	NAME.	BY WHOM AND WHEN FOUNDED.	VALUE		
1	LEITCH MEMORIAL (2)*h*..	Subscribers....................1867.	$80 00		
2	DOMINION *i*	A Gentleman in New Brunswick....187·.	60 00	1	
3	COLONIAL COMMITTEE (1)	Church of Scotland............∴....1855.	50 00	1	
4	COLONIAL COMMITTEE (2)	...........".............................1860.	50 00	2	
5	COLONIAL COMMITTEE (3)	..........".... ....1855.	55 00	3	
6	COLONIAL COMMITTEE (4)	...........".... ....1855.	50 00	3	
7	COLONIAL COMMITTEE (5)	..........."..........................1860.	60 00	3	

a Scholarships in Arts have *Endowment Nominations* connected with them, securing exemption from class fees for *one* session, and thereby virtually adding $20 to the given value of each.

b O–Scholarships open for competition to *all* students of the year. *S*–Scholarships open only to students for the ministry in connection with the Church of Scotland.

c Awarded for the best oral examination in Arithmetic.

d Competition for this Scholarship takes place in Kingston, (1873), Newburgh (1874), and Bath (1875), Grammar Schools in rotation. The best candidate must acquit himself satisfactorily and produce a certificate of at least one year's attendance at the school.

e Open only to pupils of the Kingston Collegiate Institute. It carries a nomination to a full free course of *four* sessions.

f Awarded for the best written examination on White's Eighteen Christian Centuries, 14–18 inclusive.

g Awarded for the best written examination on the historical portions of the Bible.

h Tenable for three successive years, subject to annual matriculation, except for the third session if spent at a Scottish University. Competitors must have the degree of B.A. The third *triennial* competition will take place in 1875.

i Competitors may belong to any Presbyterian Church in the Dominion.

BURSARIES.

These are awarded to deserving students, being matriculants, when preparing for the ministry in connection with the Church of Scotland. Recipients must sign a written obligation to repay the money should they change their intention with regard to the ministry. Recommendations accompanying contributions for the benefit of particular students, whether matriculants or not, are duly observed. (See By-laws.)

UNIVERSITY PRIZES.

I.   PRINCE OF WALES.—Probable value $60—for the best papers at the Examination for B.A.

II. MONTREAL.—Value $16—for the best papers at the third Pass Examination.

III. MONTREAL.—Value $16—for the best papers at the second Pass Examination.

IV. MONTREAL—Value $60—For the best papers at the first Pass Examination.

These prizes are given in books.

V.   LEWIS.—Value $25—for the best Lecture on John XV, verses 1–8 inclusive—to be given in to the Registrar on or before the second Monday of November. Open to Students of Theology.

FACULTY OF MEDICINE.

GRADUATION.

I. Candidates must pass a matriculation examination.

II. They must produce to the Senate, at such time as the Senate may appoint, satisfactory certificates showing—

1. That they are of the full age of twenty-one years.

2. That they are persons of good moral character.

3. That they have been registered, after Matriculation.

4. That they have been engaged in medical studies for a period of four years. (One year's instruction under a qualified medical practitioner prior to attendance upon public lectures is regarded as equivalent to a year at College, and Graduates in Arts may complete their course by three years' attendance upon public lectures.)

5. That their attendance upon public lectures has been at least four-fifths of the teaching time of each session, reckoned with regard to each subject mentioned in clause six of this By-law; provided always that allowance may be made for sickness.

6. That they have attended lectures in the following branches : General and Practical Anatomy, Materia Medica and Pharmacy, Physiology or Institutes of Medicine, and Chemistry, two courses of six months each ; and Practical Chemistry, one course of three months ; Theory and Practice of Medicine, Principles and Practice of Surgery, Midwifery and Diseases of Women and Children, two courses of six months each ; and Medical Jurisprudence, Clinical Medicine, Clinical Surgery, and Botany, one course of three months each; and that during the first year the attendance has been confined to the four subjects first mentioned.

7. That they have compounded medicines, &c., for two periods of six months, or one period of twelve months, in the office of a duly qualified practitioner, and have attended at least six cases of Midwifery.

III. Candidates must pass an examination on all the subjects mentioned in the preceding By-law ; but the examination may consist of two parts—a *Primary* and *Final*.

IV. Candidates must compose an approved Thesis on some medical subject.

The Degree of M.D. entitles the holder to the diploma of the Royal College of Surgeons, London, on passing the required examination.

Royal College of Physicians and Surgeons, Kingston.

Incorporated by Act of Parliament and affiliated to the University in 1866.

THE SESSION BEGINS ON THE FIRST WEDNESDAY IN OCTOBER.

TEACHING STAFF.

JOHN R. DICKSON, M.D., M.R.C.P.L., M.R.C.S.E., and F.R.C.S., Edin., President.
Professor of Clinical Surgery.

FIFE FOWLER, M.D., L.R.C.S., Edin., REGISTRAR,
Professor of Materia Medica.

HORATIO YATES, M.D.,
Professor of the Principles and Practice of Medicine, and Lecturer on
Clinical Medicine.

MICHAEL LAVELL, M.D.,
Professor of Obstetrics and Diseases of Women and Children.

MICHAEL SULLIVAN, M.D.,
Professor of Surgery and Surgical Anatomy.

OCTAVIUS YATES, M.D.,
Professor of the Institutes of Medicine and Sanitary Science.

JAMES NEISH, M.D.,
Professor of Descriptive and Regional Anatomy.

THOMAS R. DUPUIS, M.D.,
Professor of Botany.

NATHAN F. DUPUIS, M.A., (Professor of Chemistry and Natural History,
Queen's University.)
Professor of Chemistry and Practical Chemistry.

ALFRED S. OLIVER, M.D.,
Professor of Medical Jurisprudence.

HERBERT J. SAUNDERS, M.D., M.R.C.S.E.,
Demonstrator of Anatomy.

Certificates of attendance at this College are recognized by the Royal
Colleges of Surgeons of London and Edinburgh.

The new premises of the College are commodious and convenient.
Unequalled facilities are presented for the study of Practical Anatomy,
and great advantages for clinical instruction are afforded at the General
Hospital and Hotel Dieu.

Full information as to subjects of study, fees, &c., may be obtained on
application to Dr. Fowler, Registrar.

COLLEGIATE INSTITUTE.

RECTOR—SAMUEL WOODS, M.A.

VISITORS—The Arts Professors of Queen's College.

The College Preparatory School and the Kingston County Grammar School, now the City of Kingston Collegiate Institute, were united and affiliated to the University in 1862.

Classical and higher English Master... SAMUEL WOODS, M.A.
Mathematical Master ...   . THOMAS GORDON.
Assistant Classical and English Master DUNCAN B. McTAVISH, M.A.
Assistant Mathematical Master   ... ADAM JOHNSON.

FEES PER TERM............$4.50.

Winter Term begins 7th January.
Spring Term begins first Wednesday after Easter.
Summer Term begins 16th August.
Autumn Term begins on Monday after 15th October.

The Institute is provided with a full and efficient staff of Masters, gives a thorough education, and prepares for the University. Particular attention is bestowed upon the Commercial Branches. The Rector has vacancies for a few boarders.

Honour and Prize Lists.

FELLOWS.

ARTS—William Henry Fuller, M.A., Kingston.

THEOLOGY—E. D. McLaren, B.D., Komoka.

LAW—Rev. George Bell, LL.D., Clifton.

MEDICINE—W. R. Cluness, B.A., and M.D., Sacramento, California.

GRADUATES.

BACHELOR OF DIVINITY—Ebenezer Duncan McLaren, B.A.

DOCTOR OF MEDICINE—(alphabetical list)—Alfred David, Jacob Bruce Kennedy, Charles Henry Lavell, S. J. Macadam, Alexander S. McLennan, James McMahon, Alvanly W. Purdy, Hugh Spear, William W. Walkem.

MASTER OF ARTS—(alphabetical list)—William H. Fuller, B.A., Kingston, E. D. McLaren, B.A., Komoka, Duncan B. McTavish, B.A., Kingston.

BACHELOR OF ARTS—1, William Arthur Lang, with first-class honours in history; 2, Robert Shaw; 3, Peter Clark McNee; 4, William Donald.

PASS MEN.

ORDER OF MERIT.

ARTS—*First Year*—1, Patrick Anderson Macdonald; 2, John Ferguson, with first-class honours in mathematics; 3, Thomas Wilson, with first-class honours in Classics; 4, John M. Duff.

Second Year—1, William Mundell; 2, Thomas D. Cumberland; 3, George R. Webster; 4, Robert W. Shannon; 5, John Pringle; 6, Charles McKillop; 7, John Herald; 8, John B. Dow; 9, Archibald McMurchy; 10, Henry A. Asselstine; 11, Alexander H. Scott; 12, John Mordy; 13, Thomas S. Glassford; 14, James McArthur; 15, William N. Chambers.

Third Year—1, Donald M. McIntyre; 2, John J. MacCraken; 3, James J. Craig; 4, George Gillies; 5, William John Gibson.

Fourth Year—The four bachelors named above.

MEDICINE—*Primary Examination*—(alphabetical list)—William Claxton, Kenneth N. Fenwick, Andrew M. Gibson, John Jones, Samuel T. Macadam, Solomon C. McLean.

Final Examination—The nine medical graduates named above.

Theology—*First Year*—1, John L. Stuart; 2, Malcolm Macgillivray; 3, James Cormack.

Second Year—1, John J. Cameron; 2, Alexander H. Cameron; 3, Robert John Craig.

Third Year—Ebenezer D. McLaren.

SCHOLARSHIPS.

ARTS.

FIRST YEAR.

1. *St. Paul's Church, Montreal*—*James G. Stuart.
2. *Watkins*—P. A. Macdonald.
3. *Allan*—J. A. Lindsay.
4. *Leitch Memorial (1)*—G. Claxton.
5. *Campbell*—J. M. Duff.
6. *Mowat*—Hugh Cameron.

SECOND YEAR.

1. *Hardy Memorial*—W. Mundell.
2. *Synod (1)*—Thomas D. Cumberland.
3. *St. Andrew's*—John Mordy.
4. *Henry Glass Memorial*—Archibald McMurchy.

THIRD YEAR.

1. *Kingston*—D. M. McIntyre.
2. *Cataraqui*—W. J. Gibson.
3. *Synod (2)*—James J. Craig.

FOURTH YEAR.

1. *Synod (3)*—W. A. Lang.
2. *Russel*—R. Shaw.
3. *Synod (4)*—P. C. McNee.
4. *Aberdeen*—W. Donald.

THEOLOGY.

FIRST YEAR.

1. *Leitch Memorial (2)*—Malcolm Macgillivray, } equal.
         John L. Stuart,
2. *Colonial Committee (1)*—James Cormack.

SECOND YEAR.

1. *Colonial Committee (5)*—Alex. H. Cameron.
2. *Colonial Committee (3)*—Robert J. Craig.
3. *Colonial Committee (4)*—John J. Cameron.

THIRD YEAR.

Dominion—Ebenezer D. McLaren.

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*With the honour of gaining the Mowat Scholarship.

UNIVERSITY PRIZES.

ARTS.

Montreal—For the best pass papers, *first year*, Patrick Anderson Macdonald.

Montreal—For the best pass papers, *second year*, William Mundell.

Montreal—For the best pass papers, *third year*, Donald M. McIntyre.

Prince of Wales—For the best pass papers at the examination for B.A., William Arthur Lang.

Session 1868-9—Robert Crawford, Kingston.
" 1869-70—Thomas H. McGuire, Kingston.
" 1870-1—Hugh Urquhart Bain, Perth.
" 1871-2—Archibald P. Knight, Renfrew.

THEOLOGY.

Lewis—For exposition of Matt. VI, vv. 9-11. Robert J. Craig, B.A.

CLASS PRIZES.

CLASSICS—*First Year*—1 (given by a Graduate), Thomas Wilson; 2, Patrick Anderson Macdonald. Honourably mentioned—James George Stuart. *Second Year*—1 (given by a Graduate), William Mundell; 2, Robert W. Shannon. Honourably mentioned—George R. Webster, John Herald, John Pringle, Thomas D. Cumberland. *Third Year*—Donald M. McIntyre, and John I. McCraken, equal. *Fourth Year*—William A. Lang. Honourably mentioned—Peter C. McNee.

MATHEMATICS — *Junior* — 1, John Ferguson; 2, James G. Stuart. *Senior*—1, William Mundell; 2, George R. Webster.

NATURAL PHILOSOPHY—*Junior*—1, Donald M. McIntyre; 2, James John Craig. *Senior*—1, William A. Lang; 2, Robert Shaw.

HISTORY—*Fourth Year*—William Arthur Lang. Honourably mentioned—William Donald, Robert Shaw, Peter C. McNee.

FRENCH—*Senior*—George Gillies. Honourably mentioned—J. I. McCraken, Donald M. McIntyre.

FRENCH—*Junior*—1, William Mundell; 2, Thomas D. Cumberland. Honourably mentioned—John Herald, Archibald McMurchy, Charles McKillop, Alexander McGillivray, John Ball Dow, George R. Webster, Robert W. Shannon, Henry A. Asselstine.

ENGLISH LITERATURE—1, Thomas D. Cumberland; 2, George R. Webster. Honourably mentioned—Alexander McGillivray, Charles McKillop, John Pringle, William N. Chambers, Archibald McMurchy, Henry A. Asselstine, William Mundell, Thomas S. Glassford.

ENGLISH LANGUAGE—James G. Stuart. Honourably mentioned—Patrick Anderson Macdonald, John M. Duff, Hugh Cameron, George Claxton.

LOGIC—1, Robert W. Shannon; 2, William Mundell. Honourably mentioned—T. D. Cumberland, G. R. Webster, Charles McKillop, Alexander McRae, John Pringle.

METAPHYSICS—Donald M. McIntyre. John I. McCraken.

ETHICS—William Donald. Honourably mentioned—William A. Lang, Peter C. McNee, Robert Shaw.

CHEMISTRY—1 (given by a Graduate), Robert Walker Shannon; 2, William Mundell.

BOTANY AND ZOOLOGY—1 (given by a Graduate), Donald Malcolm McIntyre; 2, James J. Craig. Honourably mentioned—John I. McCraken, George Gillies.

MINERALOGY AND GEOLOGY—William Arthur Lang, and Peter C. McNee, equal. Honourably mentioned—Robert Shaw, William Donald.

HEBREW—*Third Year*—Ebenezer D. McLaren, B.A.

DIVINITY—*First Year*—John L. Stuart, B.A. *Second Year*—John J. Cameron, M.A. *Third Year*—Ebenezer D. McLaren, B.A.

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Of the above mentioned Prizemen in Arts, Messrs. P. A. Macdonald, J. M. Duff, G. Claxton, W. Mundell, R. W. Shannon, G. R. Webster, H. A. Asselstine, T. Glassford, D. M. McIntyre, W. J. Gibson, R. Shaw, W. Donald, were educated at the Kingston Collegiate Institute; W. A. Lang and P. C. McNee at Perth High School; J. J. Craig and A. McRae at Williamstown High School; and T. Wilson at Wardsville High School; J. G. Stuart at Brantford High School, J. Ferguson at Albert College; H. Cameron at Huntingdon Grammar School; J. Herald at Dundas High School; J. Pringle at Galt Collegiate Institute; T. D. Cumberland at Weston High School; C. McKillop at Lanark High School; J. B. Dow at Whitby High School; A. McMurchy at Richmond Hill High School; A. McGillivray at Collingwood High School; J. I. McCraken at Ottawa High School; G. Gillies at Carleton Place High School; W. N. Chambers, privately, by Rev. R. Chambers, B.A.

List of Students in Session 1872-3.

FACULTY OF ARTS.

Name.	Year in curriculum.			Residence.
Asselstine, Henry Amey	...	2	... ...	Kingston.
Cameron, Hugh...	...	1	... ...	Dewittville, Q.
Chambers, William Nesbitt ...	...	2	... ...	East Williams.
Claxton, George	...	1	... ...	Inverary.
Cockburn, John	...		... ...	Galt.
Craig, James J....	...	3	... ...	Charlottenburgh.
Cumberland, Thomas Dickie...	...	2	... ...	Adjala.
Donald, William	...	4	... ...	Seymour.
Dow, John Ball...	...	2	... ...	Whitby.
Duff, John Mowat	...	1	... ...	Kingston.
Dyckman, Henry Macpherson	...		... ...	Kingston.
Ferguson, John...	...	1	... ...	Belleville.
Fowler, Thomas	...		... ...	Pike Falls.
Gibson, William John	...	3	... ...	Township of Kingston.
Gillies, George	...	3	... ...	Carleton Place.
Glassford, Thomas Stuart ...	...	2	.. ...	Beaverton.
Herald John	...	2	... ...	Dundas.
Lang, William Arthur	...	4	... ...	Almonte.
Lindsay, John Alexander ...	...	1	... ...	Lennoxville, Q.
MacCraken, John Inkerman ...	...	3	... ...	Ottawa.
Macgillivray, Alexander... ...	...	2	... ...	Collingwood.
McArthur, James	...	2	... ...	East Williams.
Macdonald, Patrick Anderson	...	1	... ...	Gananoque.
McEachern, Duncan...	...		... ...	Lochaber.
McIntyre, Donald Malcolm ...	...	3	... ...	Kingston.
McKillop, Charles	...	2	... ...	Lanark.
McLaren John Brown	...	1	... ..	Watford.
McMurchy, Archibald	...	2	... ...	West King.
McNee, Peter Clark...	...	4	... ...	Perth.
McRae, Alexander	...	2	... ...	Lancaster.
Mordy, John	...	2	... ...	Ross.
Mundell, William	...	2	... ...	Kingston.
Patterson, Gilbert Currie... ...	...	1	... ...	Collingwood.
Pringle, John	...	2	... ...	Galt.
Ross, Archibald...	...		... ...	Montreal.
Scott, Alexander Hugh	...	2	... ...	Charlottenburgh.
Shannon, Robert Walker... ...	...	2	... ...	Kingston.
Shaw, Robert	...	4	... ...	Kingston.
Stuart, James George	...	1	... ...	Toronto.
Webster, George Richard		2	... ...	Lansdowne.
Wilson, Thomas	...	1	... ...	Wardsville.

FACULTY OF THEOLOGY.

Name.	Year in curriculum.			Residence.
Campbell, Alexander, B.A.	3	...	..	Ingersoll.
Cameron, Alexander Henry	2	...	...	Nova Scotia.
Cameron, John Josiah, M.A.	2	...	...	Prince Edward Island.
Cormack, James, B.A.	1	...	...	Kingston.
Craig, Robert John, B.A.	2	...	...	Kingston. -
Macgillivray, Malcolm, B.A.	1	...	..	Collingwood.
McEachern, Duncan...		...	...	Lochaber.
McLaren, Ebenezer Duncan, B.A. ...	3	...	...	Komoka.
Ross, Archibald...		...	...	Montreal.
Stuart, John Lowrie...	1	...	...	Toronto.

UNDERGRADUATES IN MEDICINE.

Name.				Year in curriculum.				Residence
Carscallen, Allen B.	..	...	...	2	...	...	...	Petworth.
Claxton, William ...	...	...	...	2	...	...	...	Inverary.
David, Alfred... ...	...	...	...	..	4	...	...	Picton.
Dowsley, David Henry...	..	...	...	2	...	...	...	Frankville.
Dowsley, George C. ...	...	..	...	2	...	...	...	Frankville.
Dingman, William E. ...	...	...	...	2	...	...	..	Milford.
Fenwick, Kenneth N. ...	...	...	...	2	...	...	...	Kingston.
Ferguson, D. A. ...	...	...	...	3	...	...	...	Perth.
Ford, Herbert D. ...	...	...	...	..	3	...	...	Kingston.
Gerow, A. M.	...	...	...	3	...	...	...	Stirling.
Gibson, Andrew M.	...	...	...	2	...	...	...	Perth.
Gunn, William A. ...	...	...	...	2	...	...	...	Kingston.
Jones, John	...	...	...	3	...	...	...	Kingston.
Kennedy Alexander	..	...	...	2	...	...	...	Bath.
Kennedy, Jacob. B.	.	...	...	4	...	...	...	Smithville.
Lavell, Charles H. ...	...	...	...	4	..	...	...	Kingston.
Maclean, Archibald M....	...	...	...	2	...	...	...	Kingston.
Masson, Thomas ...	...	...	...	2	...	...	...	Menie.
McAdam, S. J. ...	...	...	...	4	...	...	...	Pembroke.
McLean, S. C. ...	...	...	...	2	...	...	...	Morrisburgh.
McLennan, Alex. S.	...	...	...	4	...	...	...	Pendleton.
McMahon, James ...	...	...	...	4	...	...	...	Kingston.
Preston, Richard F.	...	...	...	2	...	...	...	Newboro'.
Purdy, Alvanly N....	...	...	...	4	...	...	...	Loughborough.
Spear, Hugh	...	...	..	4	...	...	...	Michigan.
Walkem, William W. ...	...	...	...	4	...	...	...	Kingston.

☞ It is proposed to publish a complete list of graduates in the Calendar for next Session. The Registrar particularly requests information as to their present residences.

QUEEN'S UNIVERSITY.

Session 1873-74.

Pass Examination Papers

IN ARTS.

LATIN.

Translate —Virgil, Æneid, Bk. XII. vv. 212–233.

> Talibus inter se firmabant foedera dictis,
> Conspectu in medio procerum : tum rite sacratas
> In flammam jugulant pecudes, et viscera vivis
> Eripiunt, cumulantque oneratis lancibus aras.   215
>   At vero Rutulis impar ea pugna videri
> Jamdudum, et vario misceri pectora motu ;
> Tum magis, ut propius cernunt non viribus aequis.
> Adjuvat, incessu tacito progressus, et aram
> Suppliciter venerans demisso lumine, Turnus,   220
> Tabentesque genae, et juvenali in corpore pallor.
> Quem simul ac Juturna soror crebrescere vidit
> Sermonem, et vulgi variare labantia corda ;
> In medias acies, formam assimulata Camerti,
> Cui genus a proavis ingens, clarumque paternae   225
> Nomen erat virtutis, et ipse acerrimus armis ;
> In medias dat sese acies, haud nescia rerum,
> Rumoresque serit varios, ac talia fatur :
> Non pudet, o Rutuli ! pro cunctis talibus unam
> Objectare animam ? numerone, an viribus, aequi   230
> Non sumus ? En ! omnes, et Troes et Arcades, hi sunt,
> Fatalisque manus, infensa Etruria Turno :
> Vix hostem, alterni si congrediamur, habemus.

1. Parse *fœdera, procerum, viscera, eripiunt, lancibus, misceri, viribus, adjuvat, venerans, tabentes, crebrescere, vulgi, labantia, corda, serit, pudet, congrediamur.*

2. Derive *suppliciter, ac, rumor, cunctus, crebresco.*

3. *Flamma, vivus, magis, lumen, soror, objecto, hostis.* What was the original form of these ?

4. Give Greek words containing the roots of *medius, pugna, misceo, cerno, simul, vulgus, et, anima.*

5. *Pugna.* Of what the subject ?

6. *In flammam jugulant.* What construction does this illustrate ?

7. *Pudet.* What is its object ?

8. *Vivis— lancibus—Rutulis —viribus—formam—Camerti —cui.* Account for these Cases.

9. *Fatalis manus.* Explain the allusion.

10. Distinguish between *interficio, occido, neco, trucido, jugulo—omnis, totus, cunctus.*
11. What do you remark of the construction in vv. 219–221 ?
12. Scan and defend vv. 232.
13. What in all probability was the origin of Rome ?

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14. Who were allied against Latinus and Turnus ? What formed the grounds of this alliance ?
15. How were the rights of Roman citizenship acquired and lost ?
16. Describe fully the relationship of Patron and Client.
17. What were the *insignia* of the Senators ? Of the Equites ?
18. What were the general regulations of the Comitia ?

LATIN.

Examiner—Professor Mackerras, M.A.

Translate—Hor. Car. Bk. III., 6, vv. 13-36.

Pæne occupatam seditionibus
Delevit Urbem Dacus et Æthiops ;
   Hic classe formidatus, ille   15
     Missilibus melior sagittis.

Fecunda culpæ sæcula nuptias
Primum inquinavere, et genus, et domos ;
   Hoc fonte derivata clades
     In patriam populumque fluxit.   20

Non his juventus orta parentibus
Infecit æquor sanguine Punico,
   Pyrrhumque et ingentem cecidit
     Antiochum, Hannibalemque dirum ;

Sed rusticorum mascula militum   25
Proles, Sabellis docta ligonibus
   Versare glebas, et severæ
     Matris ad arbitrium recisos

Portare fustes, sol ubi montium
Mutaret umbras, et juga demeret   30
   Bobus fatigatis, amicum
     Tempus agens abeunte curru.

Damnosa quid non imminuit dies !
Ætas parentum, pejor avis, tulit
   Nos nequiores, mox daturos   35
     Progeniem vitiosiorem.

1. Parse *delevit, nuptias, fluxit, orta, cecidit, docta, recisos, demeret, bobus, abeunte, imminuit, avis, nequiores.*

2. Derive *occupo, seditio, derivo, non, parens, dirus, sed, Sabellus, arbitrium, ubi, muto, fatigo, damnosus, ætas, pejor.*

3. *Sagittis—culpæ—parentibus—proles—bobus.* Account for these Cases.

4. *Dacus—Æthiops.* Explain the allusion.

5. *Pyrrhus—Antiochus—Hannibal.* Who ? To what transactions does the poet here refer ?

6. *Delevi.* What was its original form ? What is the Perf. Ind. of *docta* ? Explain the difference of form.

7. Account for the variation in the Supines of *deleo, moneo, doceo*, verbs of the same conjugation.

8. *In.* What are the Greek representatives of the root of of this? The different treatment of it by the Greek and Latin illustrates what peculiarity of these languages?

9. From what provinces did the Romans recruit their bravest soldiers?

10. Scan and defend vv. 18, 19, 20. Give the technical names of the Metres.

11. Explain the purport of this Ode.

12. State concisely your views of Horace's principles, tastes and poetic talent.

13. From what Greek poets did Horace borrow his metres?

14. *Ero.* Decline this in its primitive form.

15. *Capio, concipio, occupo—famulus, familia—pario, reperio—scando, conscendo—vello, vulsum.* Account for the variations of the radical vowel in these.

16. Account for the presence of *u* in *sum*—*p* in *hiemps*—*u* in *Hercules.*

17. What laws govern the changes which a word undergoes? Is the tendency from gutturals to dentals, or *vice versa?* From explosives to fricatives, or otherwise? Why?

GREEK PROSE.

EXAMINER—PROFESSOR MACKERRAS, M.A.

Translate—Lucian, Timon, pp. 85 e—86 b.

περὶ δὲ τῶν κολάκων ἐκείνων, καὶ τῆς ἀχαριστίας, ἣν ἐπεδείξαντο πρὸς αὐτόν, καὶ αὖθις μὲν σκέψομαι, καὶ δίκην δώσουσιν, ἐπειδὰν τὸν κεραυνον ἐπισκευάσω· κατεαγμέναι γὰρ αὐτοῦ καὶ ἀπεστομωμέναι εἰσὶ δύο ἀκτῖνες αἱ μέγισται, ὁπότε φιλοτιμότερον ἠκόντισα πρώην ἐπὶ τὸν σοφιστὴν Ἀναξαγόραν ὅς ἔπειθε τοὺς ὁμιλητὰς μηδὲ ὅλως εἶναί τινας ἡμᾶς τοὺς θεούς. ἀλλ' ἐκείνου μὲν διήμαρτον, (ὑπερέσχε γὰρ αὐτοῦ τὴν χεῖρα Περικλῆς)· ὁ δὲ κεραυνὸς εἰς τὸ ἀνάκειον παρας-κήψας, ἐκεῖνό τε κατέφλεξε, καὶ αὐτὸς ὀλίγου δεῖν συνετρίβη περὶ τῇ πέτρᾳ. πλὴν ἱκανὴ ἐν τοσούτῳ καὶ αὕτη τιμωρία ἔσται αὐτοῖς, εἰ ὑπερπλουτοῦντα τὸν Τίμωνα ὁρῶσιν. ΕΡΜ. Οἷον ἦν τὸ μέγα κεκραγέναι, καὶ ὀχληρὸν εἶναι, καὶ θρασύν; οὐ τοῖς δικαιολογοῦσι μόνοις, ἀλλὰ καὶ τοῖς εὐχομένοις τοῦτο χρήσιμον· ἰδοὺ γὰρ αὐτίκα μάλα πλούσιος ἐκ πενεστάτου καταστήσεται ὁ Τίμων, βοήσας, καὶ παρρησιασάμενος ἐν τῇ εὐχῇ, καὶ ἐπιστρέψας τὸν Δία. εἰ δὲ σιωπῇ ἔσκαπτεν ἐπικεκυφώς, ἔτι ἂν ἔσκαπτεν ἀμελούμενος.

1. Parse ἐπεδείξαντο, σκέψομαι, ἐπισκευάσω, κατεαγμέναι, ἀπε-στομωμέναι, ἀκτῖνες, διήμαρτον, ὑπερέσχε, κατέφλεξε, συνετρίβη, ὁρῶσιν, κεκραγέναι, δικαιολογοῦσι, ἰδού, κατα-στήσεται, ἐπικεκυφώς.

2. Derive ἀκοντίζω, ὁμιλητής, ἀνάκειον, παρρησιάζομαι.

3. Give Latin words containing the roots of ἐπεδείξαντο, ὅλως, κατέφλεξε, ἔσκαπτεν.

4. δίκην διδόναι. How has this phrase come to signify "to suffer punishment?"

5. μηδέ. What is its force here? Why not οὐδέ?

6. τινας—αὐτοῦ (τὴν χεῖρα)—οἷον—ὀχληρόν. Account for these Cases.

7. ἠκόντισα—ἔπειθε—ὑπερπλουτοῦντα—ἐπικεκυφώς. Account for these Tenses.

8. ὀλίγου δεῖν. Why is the former in the Genitive and the latter in the Infinitive?

9. εἰ δὲ σιωπῇ ἔσκαπτεν ἐπικεκυφώς, ἔτι ἄν ἔσκαπτεν ἀμελούμενος. Translate this so as to express the full meaning which it conveyed to a Greek.

10. (1) ἐπειδὰν ἐπισκευάσω.

   (2) πλούσιος καταστήσεται ὁ Τίμων, βοήσας.

How would these be respectively rendered in Latin?

11. Distinguish between (1) ἀστραπή, βροντή, κεραυνός.

   (2) οὗτος, ἐκεῖνος, ὁ αὐτός.

   (3) πέτρος, πέτρα, σκόπελος.

   (4) τοιοῦτος, τοσοῦτος·

   (5) πένης, πτωχός.

Also, give Latin equivalents for all these.

12. *Anaxagoras—Pericles.* Who were these? Explain the allusion in the passage.

13. αἰγιόχοιο. What was the original termination? What did it become? Trace the successive changes.

14. εἴην and *sim.* Trace these up to a common form.

15. On what *philological* grounds do we establish a common origin for the several branches of the Indo-European race?

16. By what routes did the several families of the Hellenic stock enter Greece?

17 What was the prominent characteristic of Lucian's genius? What object did he set before him in his writings?

GREEK VERSE.

Translate—Hom. Il., VI. vv. 405—422.

    Ἀνδρομάχη δέ οἱ ἄγχι παρίστατο δακρυχέουσα,
    Ἔν τ' ἄρα οἱ φῦ χειρὶ, ἔπος τ' ἔφατ', ἔκ τ' ὀνόμαζεν·
    " Δαιμόνιε, φθίσει σε τὸ σὸν μένος, οὐδ' ἐλεαίρεις
    Παῖδά τε νηπίαχον καὶ ἔμ' ἄμμορον, ἢ τάχα χήρη
    Σεῦ ἔσομαι· τάχα γάρ σε κατακτανέουσιν Ἀχαιοὶ
    Πάντες ἐφορμηθέντες· ἐμοὶ δέ κε κέρδιον εἴη
    Σεῦ ἀφαμαρτούσῃ χθόνα δύμεναι· οὐ γὰρ ἔτ' ἄλλη
    Ἔσται θαλπωρὴ, ἐπεὶ ἂν σύ γε πότμον ἐπίσπῃς,
    Ἀλλ' ἄχε'. Οὐδέ μοι ἔστι πατὴρ καὶ πότνια μήτηρ.
    Ἤτοι γὰρ πατέρ' ἁμὸν ἀπέκτανε δῖος Ἀχιλλεὺς,
    Ἐκ δὲ πόλιν πέρσεν Κιλίκων εὐναιετάωσαν,
    Θήβην ὑψίπυλον· κατὰ δ' ἔκτανεν Ἠετίωνα,
    Οὐδέ μιν ἐξενάριξε, σεβάσσατο γὰρ τό γε θυμῷ,
    Ἀλλ' ἄρα μιν κατέκηε σὺν ἔντεσι δαιδαλέοισιν
    Ἠδ' ἐπὶ σῆμ' ἔχεεν· περὶ δὲ πτελέας ἐφύτευσαν
    Νύμφαι ὀρεστιάδες, κοῦραι Διὸς αἰγιόχοιο·
    Οἳ δέ μοι ἑπτὰ κασίγνητοι ἔσαν ἐν μεγάροισιν,
    Οἱ μὲν πάντες ἰῷ κίον ἤματι Ἄϊδος εἴσω·

1. Parse παρίστατο, φῦ, φθίσει, κατακτανέουσιν, ἐφορμηθέντες, κέρδιον, δύμεναι, ἀφαμαρτούσῃ, ἐπίσπῃς, ἀπέκτανε, πέρσεν, εὐναιετάωσαν, ἐξενάριξε, σεβάσσατο, κατέκηε, ἔχεεν, ἔσαν, ἰῷ. κίον, ἤματι.

2. Give the etymology of δακρυχέουσα, ἄρα, νηπίαχος, ἄμμορος, ὑψίπυλος, ἔντος, δαιδάλεος, πτελέα, αἰγίοχος, κασίγνητος.

3. Give Latin words containing the *roots* of φύω, ἔπος, φημί, τε, χῆρος, ἔτι, ἄλλος, πότνια, σύν, νύμφη.

4. What was the *original* form of ἵστατο, ἔπος, σεῦ, ἄλλος, δῖος, σύν, ἑπτά?

5. οἱ, χειρί, σεῦ, ἐμοί, ἄχεα, μοι, θυμῷ, ἤματι. Account for these *Cases.*

6. ἔσαν. What is the subject?

7. μιν. To what applied? Give its Latin and English correspondents.

8. Compare ἄγχι and τάχα. Account for the classic form of their Comparatives.

9. Distinguish between the use of Ἀχαιοί, Ἀργεῖοι, Δαναοί.

10. Scan and defend vv. 422.

11. State reasons which are supposed to determine the *retention* or *rejection* of the Syllabic Augment in Homer's poems.

12. What suffixes represent the Past Passive Participle in Greek, Latin and English respectively?

13. Decline the Present Indicative of λέγω in its original form, and account for the changes which the several persons underwent.

14. What was the original form of τύπτων, τύπτουσα, τύψας, τετυφώς, ἐτύψω, τύψῃ? Explain the several changes.

15. Why does the Conjunctive terminate in –μαι, and the Optative in –μην?

16. How is the Indo-European *s* between vowels treated by the Greek and Latin?

17. Point out resemblances between the Æolian and Dorian dialects of Greek on the one hand and Latin on the other—also between Spartan and Roman forms of polity and traits of national character. Account for these resemblances.

MATHEMATICS.

EXAMINER—PROFESSOR WILLIAMSON.

1. In what case omitted by Euclid are two triangles equal?
2. If a perpendicular CD be drawn from the vertex of a triangle ABC to the base the sum of the squares of one side AC, and of the alternate segment BD is equal to the sum of the squares on the other side BC, and the alternate segment AD.
3. The angles which stand on equal arcs are equal. If an arc of a circle be divided into three equal parts by straight lines drawn from one extremity of the arc, the angle contained by the two exterior lines is bisected by the middle line.
4. Give Euclid's fifth Definition B. V. To what kind of proportional magnitudes does this Definition apply to which the algebraic definition of proportion does not?
5. Ratios which are the same to the same ratio are the same to one another.
6. If four straight lines are proportional, the rectangle contained by the extremes is equal to the rectangle contained by the means. Hence prove Eucl. B. III. 35, that, if two chords in a circle cut one another, the rectangle under the segments of the one is equal to the rectangle under the segments of the other.
7. Eucl. B. VI. 20 Cor. 2. Construct a square which shall have a given ratio to a given square.
8. Define the *inclination of a plane to a plane;* a *solid angle;* an *octahedron.*
9. If two planes cut one another their common section is a straight line.
10. Define the *Sine, Cosine, Tangent* and *Secant* of an angle.
11. The sides of a plane triangle are as the sines of the opposite angles.

MATHEMATICS.

EXAMINER—PROFESSOR WILLIAMSON.

1. Prove that half the sum of any two quantities added to half their difference gives the greater, and diminished by half the difference gives the less.

2. Prove the rule for the signs in subtraction ; in multiplication.

3. Resolve into factors $2mn - m^2 - n^2 + a^2 + b^2 - 2ab$.

4. Multiply $x^{\frac{1}{2}} + x^{\frac{1}{2}}y^{\frac{1}{2}} + y^{\frac{1}{2}}$ by $x^{\frac{1}{2}} - y^{\frac{1}{2}}$.

5. Divide $1 - 9x^8 - 8x^9$ by $1 + 2x + x^2$.
   ———— $x^m - y^m$ by $x - y$ to 4 terms.

6. Find the 6th root of $m^6 - 12m^5 + 60m^4 - 160m^3 + 240m^2 - 192m + 64$.

7. Arrange in order of magnitude $\frac{1}{2}\sqrt{2}, \frac{1}{3}\sqrt{3}, \frac{1}{4}\sqrt{4}$.

8. Simplify $\sqrt[3]{81} - \sqrt[3]{-512} + \sqrt[3]{192}$.

9. Prove the rule for completing the square in the adfected quadratic $x^2 + px + q = o$, and shew, from the investigation, that the sum of the roots with the signs changed is equal to the coefficient of the second term, and the product of the roots equal to the third term.

10. Solve the Equations—

   1. $\dfrac{x+y}{3} + 5 = 10$

      $\dfrac{x-y}{2} + 7 = 9\frac{1}{2}$

   2. $\sqrt{x+7} + \sqrt{x} = \dfrac{28}{\sqrt{x+7}}$

   3. $x^2 + x = \dfrac{5}{16}$

   4. $x^2 - \frac{2}{5}x = \dfrac{35}{9}$

   5. $\dfrac{2x+8}{x-8} = \dfrac{x+8}{3x-8} - 7$

   6. $x^3 + y^3 = 2728$
      $x^2 - xy + y^2 = 124$

11. A man sculls down a stream which runs at the rate of 4 miles an hour for a certain distance in 1h. 40'. In returning it takes him 4h. 15' to arrive at a point 3 miles short of his starting place. Find the distance he pulled down the stream and the rate of his pulling.

12. When do quantities vary *directly? inversely? jointly?*

13. How do you multiply, and divide by Logarithms. Prove the rules.

14. State and prove the Expressions by which the sum of an Arithmetical Progression is found; of a Geometric Progression.

ENGLISH LANGUAGE.

EXAMINER—PROFESSOR FERGUSON.

1. Give a chart of the Teutonic Language.

2. State the elements which have contributed to the formation of the English Language.

3. Distinguish the periods of the introduction of the Romance element.

4. Give Grimm's tables of the variation of consonants in the Indo-Germanic Languages, and illustrate by such words as—Garden, Beech, Daughter and Hound.

5. Decline the Anglo-Saxon Nouns—Tunge, Denu, Toth and Brothor, and the Adjectives—Swaer and Halig, definitely and indefinitely.

6. Trace the history of the third personal pronoun Neuter.

7. Conjugate Tellan and give the principal parts of Cunnan, Magan and Dugan.

8. How are English Adverbs formed?; and give examples of each mode.

9. Translate—Tha tholte he that he wolde gesecan helle godu, and onginnan him oleccan mid his hearepan, and biddan that he him ageafan eft his wif. Tha he tha thider com, tha sceolde cuman, thare helle hund ongean hine, thas nama was Ceruerus; se sceolde habban thrio heafdu and ongan fagenian mid his steorte, and plegian with hine for his hearpunga. Tha was thar eac swithe egeslic geatweard, thas nama sceolde beon Caron. Se hafde eac thrio heafdu, and se was swithe oreald. Tha ongan the hearpere hine biddan that he hine gemundbyrde tha hwile the he thar ware, and hine gesundne eft thanon brohte. Tha gehet he him that and fortham he was oflyst thas seldcuthan sones. Tha eode he furthor oth he gemette tha graman gydena the folcisce men hatath Parcas, tha hi secgath that on nanun men nyton nane are, ac alcum menn wrecan be his gewyrhtum; tha hi secgath that wealdan alces monnes wyrde.

10. Parse—ognan, gemundbyrde, brohte, gehet, oflyst, gemette, wealdan.

LATIN PROSE.

EXAMINER—PROFESSOR MACKERRAS, M.A.

Translate—Cicero de Oratore, Bk. II, cap. 20.

Quare ego tibi oratorem sic jam instituam, si potero, ut, quid efficere possit, ante perspiciam. Sit enim mihi tinctus literis; audierit aliquid; legerit; ista ipsa præcepta acceperit; tentabo quid deceat, quid voce, quid viribus, quid spiritu, quid lingua efficere possit. Si intelligam posse ad summos pervenire, non solum hortabor, ut elaboret, sed etiam, si vir quoque mihi bonus videbitur, obsecrabo: tantum ego in excellente oratore, et eodem viro bono, pono esse ornamenti universæ civitati. Sin videbitur, cum omnia summa fecerit, tamen ad mediocres oratores esse venturus; permittam ipsi, quid velit; molestus magno opere non ero. Sin plane abhorrebit, et erit absurdus; ut se contineat, aut ad aliud studium transferat, admonebo. Nam neque is, qui optime potest, deserendus ullo modo est a cohortatione nostra, neque is, qui aliquid, potest, deterrendus quod alterum divinitatis mihi cujusdam videtur; alterum, vel non facere quod non optime possis, vel facere quod non pessime facias, humanitatis; tertium vero illud, clamare contra quam deceat, et quam possis hominis est (ut tu, Catule, de quodam declamatore dixisti) stultitiæ suæ quamplurimos testes domestico præconio colligentis. De hoc igitur, qui erit talis, ut cohortandus adjuvandusque sit, ita loquamur, ut ei tradamus ea duntaxat, quæ nos usus docuit, ut nobis ducibus veniat eo, quo sine duce ipsi pervenimus, quoniam meliora docere non possumus.

1. Parse *potero, tinctus, sit legerit, deceat, viribus, intelligam, elaboret, velit, abhorrebit, deserendus, deterrendus, colligentis, adjuvandus, docuit, pervenimus.*

2. Derive *sed, etiam, absurdus, optime, ullus, vel, stultitia, trado, duntaxat, quoniam, melior.*

3. What was the original form of *sic, lingua, posse, vir, pono, pessime, præconium, igitur, quo.*

4. *Mihi—ornamenti—civitati—aliquid(potest)—divinitatis—hominis—nos—nobis—ipsi (pervenimus).* Account for these Cases.

5. *Audierit—elaboret—fecerit.* Account for these Tenses.

6. *Potero—audierit—velit—facere—loquamur.* Account for these Moods.

7. *Ista.* What is its full force?

8. Distinguish between *litera* and *literæ—vel* and *aut.*

9. *Ut se contineat.* Why not *se continere?*

10. In what circumstances did the Dialogue, here assumed by Cicero, take place?

11. Who took part in it?
12. According to Antony, what are the foundations of forensic eloquence?

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13. How were the Roman revenues collected?
14. What punishments were inflicted under Roman law?
15. How many descriptions of *will* were there among the Romans? Describe them.

LATIN POETRY.

Translate—Virgil, Geor. Bk. I, vv. 432—457.

Sin ortu quarto, namque is certissimus auctor,
Pura neque obtusis per coelum cornibus ibit;
Totus et ille dies, et qui nascentur ab illo
Exactum ad mensem, pluvia ventisque carebunt,   435
Votaque servati solvent in littore nautæ
Glauco, et Panopeae, et Inoo Melicertae.
    Sol quoque, et exoriens, et quum se condet in undas,
Signa dabit: Solem certissima signa sequuntur,
Et quae mane refert, et quae surgentibus astris.   440
Ille ubi nascentem maculis variaverit ortum,
Conditus in nubem, medioque refugerit orbe;
Suspecti tibi sint imbres: namque urguet ab alto,
Arboribusque satisque, Notus, pecorique, sinister.
Aut ubi sub lucem densa inter nubila sese   445
Diversi rumpent radii, aut ubi pallida surget
Tithoni croceum linquens Aurora cubile;
Heu! male tum mites defendet pampinus uvas:
Tam multa in tectis crepitans salit horrida grando.
Hoc etiam, emenso quum jam decedet Olympo,   450
Profuerit meminisse magis; nam saepe videmus
Ipsius in voltu varios errare colores.
Cæruleus pluvian denunciat, igneus Euros:
Sin maculæ incipient rutilo immiscerier igni,
Omnia tunc pariter vento nimbisque videbis   455
Fervere: non illa quisquam me nocte per altum
Ire, neque a terra moneat convellere funem.

1. Parse *obtusis, ibit, nascentem, exactum, Inoo, Melicertae, exoriens, mane, surgentibus, suspecti, urguet, satis, crepitans, salit, grando, emenso, profuerit, immiscerier, fervere, convellere.*

2. Give Greek words containing the *roots* of *purus, cornu, mensis, careo, servo, sequor, nubes, imber, Notus, linquo, tectum, salio, memini, rutilus, fervere.*

3. What was the *original* form of *ille, nauta, ubi, tibi, altus, multus, magis, sint.*

4. What are the Indo-European roots of *dies, ventus, condo, astrum, nubes, memini, ire.*

5. *Aurora—ἠώς.* Trace these to a common form.

6. *Ortu—pluvia—tibi—arboribus.* Account for these Cases.

7. *Carebunt.* What is the subject?

8. *Namque.* To what equivalent in Greek? What is its force?

9. What Figure is illustrated in vv. 440?

10. *Glauco et Panopeæ et Inoo Melicertae.* Who? State the legend connected with each.

11. *Tithonus.* Who? Explain the allusion.

12. Scan and defend vv. 437.

13. What led Virgil to compose this Poem?

14. From what Greek authors did he draw many of his materials?

15. Of what does this Book treat?

16. How does the poet enliven his subject?

17. How many degrees were there in the torrid, temperate, and and frigid zones, according to ancient geographers before the time of Posidonius?—after the time of Posidonius?

Translate Dem. Phil. III. 29, 30, 31.

ἀλλὰ μείζω γιγνόμενον τὸν ἄνθρωπον περιορῶμεν τὸν χρόνον
κερδᾶναι τοῦτον ὃν ἄλλος ἀπόλλυται ἕκαστος ἐγνωκώς, ὥς γ' ἐμοὶ
δοκεῖ, οὐχ ὅπως σωθήσεται τὰ τῶν Ἑλλήνων σκοπῶν οὐδὲ πράττων,
ἐπεὶ ὅτι γε ὥσπερ περίοδος ἢ καταβολὴ πυρετοῦ ἢ τινος ἄλλου κακοῦ
καὶ τῷ πάνυ πόρρω δοκοῦντι νῦν ἀφεστάναι προσέρχεται, οὐδεὶς
ἀγνοεῖ. Καὶ μὴν κἀκεῖνό γε ἴστε, ὅτι ὅσα μὲν ὑπὸ Λακεδαιμονίων
ἢ ὑφ' ἡμῶν ἔπασχον οἱ Ἕλληνες, ἀλλ' οὖν ὑπὸ γνησίων γε ὄντων
τῆς Ἑλλάδος ἠδικοῦντο, καὶ τὸν αὐτὸν τρόπον ἄν τις ὑπέλαβε τοῦθ'
ὥσπερ ἂν εἰ υἱὸς ἐν οὐσίᾳ πολλῇ γεγονὼς γνήσιος διῴκει τι μὴ καλῶς
μηδ' ὀρθῶς, κατ' αὐτὸ μέν τοῦτό ἄξιον μέμψεως εἶναι καὶ κατηγορίας,
ὡς δ' οὐ προσήκων ἢ ὡς οὐ κληρονόμος τούτων ὢν ταῦτα ἐποίει, οὐκ
ἐνεῖναι λέγειν. Εἰ δέ γε δοῦλος ἢ ὑποβολιμαῖος τὰ μὴ προσήκοντα
ἀπώλλυε καὶ ἐλυμαίνετο, Ἡράκλεις ὅσῳ μᾶλλον δεινὸν καὶ ὀργῆς
ἄξιον πάντες ἂν ἔφασαν εἶναι! ἀλλ' οὐχ ὑπὲρ Φιλίππου καὶ ὧν
ἐκεῖνος πράττει νῦν, οὐχ οὕτως ἔχουσιν, οὐ μόνον οὐχ Ἕλληνος
ὄντος οὐδὲ προσήκοντος οὐδὲν τοῖς Ἕλλησιν, ἀλλ' οὐδὲ βαρβάρου
ἐντεῦθεν ὅθεν καλὸν εἰπεῖν, ἀλλ' ὀλέθρου Μακεδόνος, ὅθεν οὐδ' ἀνδ-
ράποδον σπουδαῖον οὐδὲν ἦν πρότερον πρίασθαι.

1. Parse μείζω, περιορῶμεν, κερδᾶναι, ἀπόλλυται, ἐγνωκώς·
   σωθήσεται, ἀφεστάναι, ἴστε, ἠδικοῦντο, ὑπόλαβε, γεγονώς,
   διῴκει, ἐνεῖναι, ἀπώλλυε, ἐλυμαίνετο, ἔφασαν, πρίασθαι.

2. Derive γνήσιος, οὐσία, κληρονόμος, ὑποβολιμαῖος, δεινός, ὅθεν,
   ἀνδράποδον, πρίασθαι.

3. ὃν—ἕκαστος—τῷ (πάνυ)—Ἑλλάδος — τρόπον —Ἡράκλεις —
   ὅσῳ—ὧν—οὐδέν. Account for these Cases.

4. γιγνόμενον—ἐγνωκώς—ἔπασχον. Account for these Tenses.

5. εἶναι—ἐνεῖναι—πρίασθαι. Why in the Infinitive?

6. ὥσπερ ἄν. Supply the ellipsis.

7. μὴ καλῶς. Why not οὐ?

8. περίοδος.....πυρετοῦ. What different interpretations of
   this are given?

9. Was Demosthenes strictly correct in saying that the
   Macedonians were not Greeks? Give reasons for your
   opinion.

10. Was the allusion in the last line strictly a reproach to the Macedonians ?

11. When was this Philippic delivered ?

12. What was the condition of Athens at the time ?

13. What conquests had Philip made up to this period ?

14. By what policy did he advance to the mastery of Greece ?

15. State your views of the style of Demosthenes.
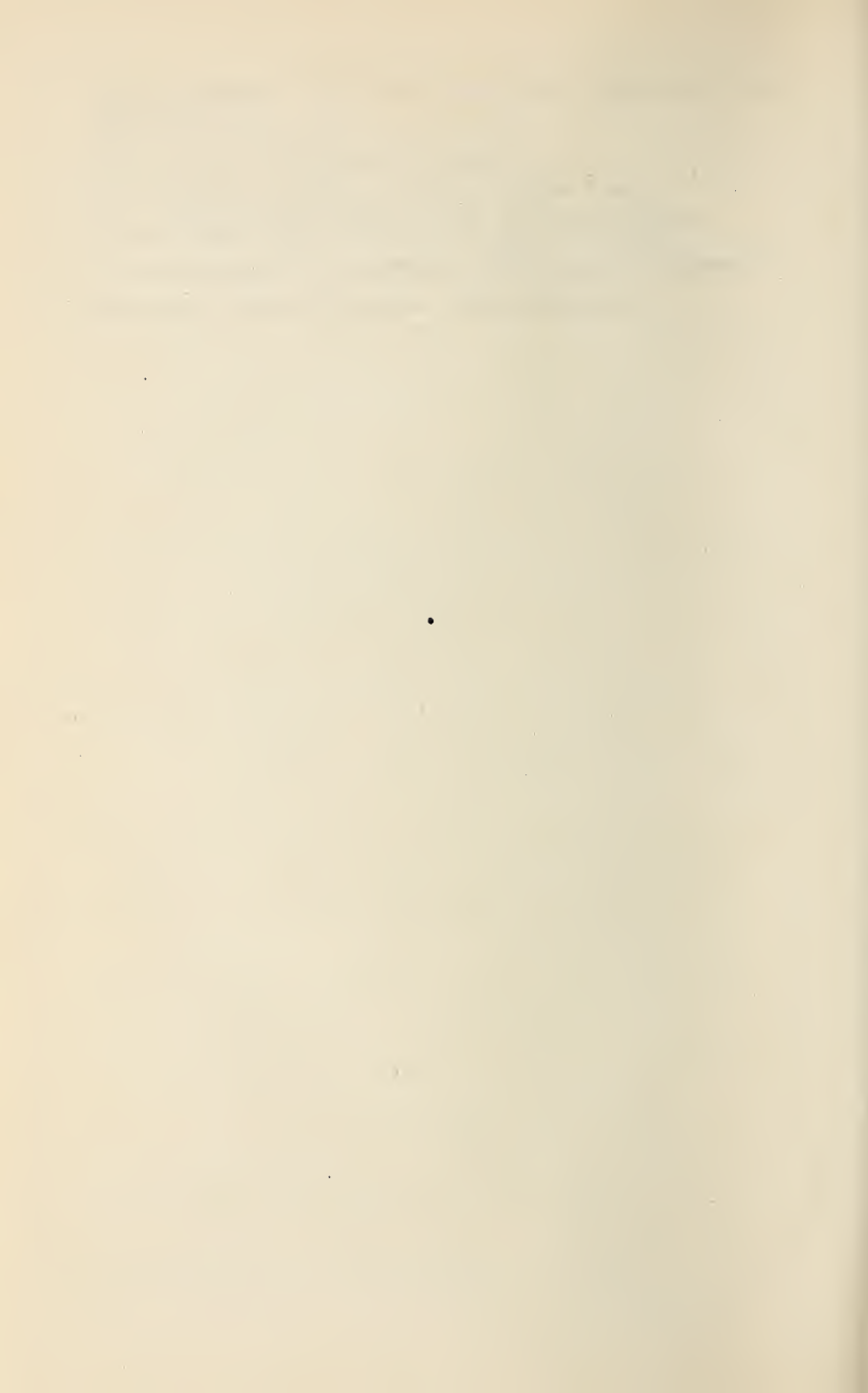
GREEK.

EXAMINER—PROFESSOR MACKERRAS, M.A.

Translate—Eurip. Alcestis, vv. 462—489.

<div align="center">κούφα σοι</div>

χθὼν ἐπάνωθε πέσοι, γύναι. εἰ δέ τι
καινὸν ἕλοιτο λέχος πόσις, ἦ μάλ᾽ ἐμοί τ᾽ ἂν εἴη
στυγηθεὶς τέκνοις τε τοῖς σοῖς.   465
ματέρος οὐ θελούσας   ἀντ
πρὸ παιδὸς χθονὶ κρύψαι
δέμας, οὐδὲ πατρὸς γεραιοῦ,
<div align="center">*   *   *</div>

ὃν ἔτεχον δ᾽, οὐκ ἔτλαν ῥύεσθαι
σχετλίω, πολιὰν ἔχοντε χαίταν.   470
σὺ δ᾽ ἐν ἥβᾳ
νέᾳ προθανοῦσα φωτὸς οἴχει.
τοιαύτας εἴη μοι κῦρσαι
συνδυάδος φιλίας ἀλόχου· τὸ γὰρ
ἐν βιότῳ σπάνιον μέρος· ἦ γὰρ ἐμοίγ᾽ ἄλυπος
δι᾽ αἰῶνος ἂν ξυνείη.   475

HP. ξένοι, Φεραίας τῆσδε κωμῆται χθονός,
   Ἄδμητον ἐν δόμοισιν ἆρα κιγχάνω ;
XO. ἔστ᾽ ἐν δόμοισι παῖς Φέρητος, Ἡράκλεις·
   ἀλλ᾽ εἰπὲ χρεία τίς σε Θεσσαλῶν χθόνα
   πέμπει, Φεραίων ἄστυ προσβῆναι τόδε.   480
HP. Τιρυνθίῳ πράσσω τιν᾽ Εὐρυσθεῖ πόνον.
XO. καὶ ποῖ πορεύει ; τῷ προσέζευξαι πλάνῳ ;
HP. Θρῃκὸς τέτρωρον ἅρμα Διομήδους μέτα.
XO. πῶς οὖν δυνήσει ; μῶν ἄπειρος εἶ ξένου ;
HP. ἄπειρος· οὔπω Βιστόνων ἦλθον χθόνα.   485
XO. οὐκ ἔστιν ἵππων δεσπόσαι σ᾽ ἄνευ μάχης.
HP. ἀλλ᾽ οὐδ᾽ ἀπειπεῖν τοὺς πόνους οἷόν τε μοι.
XO. κτανὼν ἄρ᾽ ἥξεις ἢ θανὼν αὐτοῦ μενεῖς.
HP. οὐ τόνδ᾽ ἀγῶνα πρῶτον ἂν δράμοιμ᾽ ἐγώ.

1. Parse πέσοι, στυγηθείς, κρύψαι, δέμας, ἔτεχον, ἔτλαν, ῥύεσθαι, ἥβᾳ, οἴχει, κῦρσαι, ξυνείη, κιγχάνω, προσβῆναι, προσέζευξαι, δεσπόσαι, κτανών, μενεῖς, δράμοιμι.

2. Derive φωτός, Ἡράκλεις, τέτρωρον, ἅρμα, ἄπειρος.

3. σοι—ἐμοί—χθονί—φωτός—χθόνα—ἵππων. Account for these Cases.

4. *πέσοι—ἕλοιτο—εἴη* (vv. 472)—*προσβῆναι.* Account for these Moods.

5. *ἆρα—μῶν.* What answer do these imply?

6. *οἷός τε.* Render this construction in full. To what equivalent in Latin?

7. *ἔστιν* (vv.478)—*μέτα—ἔστιν* (vv.486.) Why thus accented?

8. What is peculiar in the construction in verse 489?

9. Distinguish between *μισέω* and *στογέω νέος* and *καινός—καλύπτω, κεύθω, κρύπτω ἆρα, ἄρα, ἀρά.*

10. Explain the allusion in vv. 481.

11. *Βιστόνες.* Who?

12. Whence is the metaphor in vv. 489 drawn?

13. Point out the instances of *Porsonian Pause* which occur in this passage.

14. How many instances of the *Penthemimeral Cœsura* occur here?

15. What are the peculiarities of an Anapæstic System?

16. Give a scale of the Jambic Trimeter Acatalectic, and state reasons for the admission of the several feet employed therein.

17. What tokens of mourning for the dead prevailed among the Greeks?

18. Describe the movements of a Chorus.

19. Which passage in this Drama do you consider the finest? which the weakest?

20. State your views of the character of Alcestis—of Admetus.

MATHEMATICS.

1. What is the circular measure of a right angle? Of 45°? of 14° 15'; give the number of degrees of which the circular measures are $\frac{\pi}{3}$, $\pi + 2$ respectively.

2. Prove De Moivre's theorem for negative indices.

3. Define a *spherical angle*, the *axis* of a circle; the *secondaries* of a great circle.

4. Prove that the sides and angles of the primitive are the supplements of the angles and sides of the polar triangle.

5. Any two sides of a spherical triangle are greater than the third, and the three sides are together less than the circumference of a great circle.

6. The angles of a spherical triangle are greater than two right angles and less than six.

7. Prove Cos. $A = \dfrac{\text{Cos. } a - \text{Cos. } b \text{ Cos. } c}{\text{Sin. } b \text{ Sin. } c}$, and thence Cos. $a = \dfrac{\text{Cos. } A + \text{Cos. } B \text{ Cos. } C}{\text{Sin. } B \text{ Sin. } C}$.

8. From the latter Expression find Cos. A in a triangle right angled at C.

9. State Napier's rule of circular parts. What are the circular parts?

10. Given a side and the two adjacent angles of a spherical triangle, find the other parts.

11. When two sides and the contained angle are given, find, by a subsidiary angle, the base when it alone is required, and adapt the Expression to logarithm in computation.

12. How is the local time found by an extra meridional observation of the altitude of the sun?

13. From what points are the *Right Ascension, Longitude,* and *Azimuth* of a heavenly body reckoned? What is the inclination of the Equinoctial to the Ecliptic?

14. Explain the effects of Refraction, and Parallax.

MATHEMATICS.

EXAMINER—PROFESSOR WILLIAMSON.

1. Give the expressions for the last term, sum, and common difference in an Arithmetical Progression ; also for the last term, sum, and common ratio in a Geometrical Progression.

2. How far does one travel in gathering up 200 stones placed in a straight line at intervals of two feet distance from each other, supposing he fetches them singly, and lays them in a basket, which is two feet from the first stone.

3. Sum the following series—

$-2, 6, -18$ &c. to 10 terms.

$1, 2, 4$ &c. to 10 terms.

$1, \dfrac{1}{4}, \dfrac{1}{16}$ &c. to infinity.

Find the vulgar fraction which is the value of the circulating decimal $2.4\overset{..}{6}\overset{..}{2}$.

4. Prove that $\text{Cos.} = \sqrt{1 - \text{Sin.}^2}$, and $\text{Tan.} = \sqrt{\text{Sec}^2 - 1}$.
$\text{Sin.}\theta = .8$.   Find $\text{Cos.}\theta$, and $\text{Cot.}\theta$.

5. Give the Sines, Cosines and Tangents of $30°$, $45°$, and $60°$.

6. Prove $\text{Cos.}(A - B) = \text{Cos.} A \text{ Cos.} B + \text{Sin.} A \text{ Sin.} B$.

7. Find the values of $\text{Sin.} 2A$ and $\text{Cos.} 2A$ in terms of the Sine and Cosine of the simple angle.

8. Prove $\text{Sin.} A + \text{Sin.} B = 2 \text{ Sin.} \frac{1}{2}(A + B) \text{ Cos.} \frac{1}{2}(A - B)$.

9. State the three cases in which three parts of a plane triangle being given the other parts are required, and the manner in which each case is to be solved.

10. A mill on the bank of a river is 50 feet high, and the angle of elevation of the top is $20°$, find the breadth of the river, given $\text{Tan.} 20° = .35$.

11. State and prove the rule for finding the angles at the base, when two sides and the contained angle are the parts given.

12. State the different cases in which the area of a triangle may be required, and give their solutions. Two sides of a triangle are 40 and 65, and they contain an angle of $60°$. Find the area.

CHEMISTRY.

Examiner—Professor Dupuis, M.A., F.B.S.Ed.

9. (a) Characterize the Iron Group; (b) Describe the leading modifications of Iron, and show how one is changed to another.

10. Describe (a) Mercury, (b) its Chlorides, (c) its Oxides; giving the processes by which the Chlorides and Oxides are formed.

11. (a) What Silver Salts are employed in Photography? (b) State their differences; (c) Describe silver-printing on paper.

12. (a) State the general differences between Organic and Inorganic Compounds; (b) give the action of Heat—Nitric Acid—upon Organic Compounds.

13. What is (a) an Alcohol, (b) an Ether, (c) an Amine? (d) When are they Monatomic?

14. Show how acids are derived from (a) Monatomic, (b) Diatomic Alcohols; and give examples of such derived acids, and other methods for their formation.

15. State any peculiarities about the Cyanides of Iron. Describe three compounds resulting from such peculiarities.

16. Write Chemical formulæ for—(a) Alum, (b) Copperas, (c) Vermillion, (d) "Carbolic Acid," (e) Sugar of Lead, (f) Aniline, (g) Nitro-Glycerine, (h) Urea, (k) Rochelle Salt.

CHEMISTRY.

Examiner—Professor Dupuis, M.A., F.B.S.Ed.

1. Define Specific Weight, and state how you would find the sp. wt. of (a) a solid heavier than water, (b) a liquid, (c) a compound gas.

2. Give practical methods of obtaining (a) Hydrogen, (b) Carbon Dioxide, (c) Chlorine, (d) Hydrogen Sulphide, (e) Sulphur Dioxide, (f) Hydrogen Phosphide, illustrating the Chemical changes by symbols.

3. Give the Constitution of the Atmosphere, and, where possible, the sources and uses of its ingredients.

4. State the prominent properties of (a) Nitrogen Monoxide, (b) Animal Charcoal, (c) Sulphur, (d) Carbon Disulphide, (e) Phosphorus, with any applications depending upon these properties.

5. Give methods for obtaining (a) Metallic Chlorides, (b) Oxides, (c) Sulphides, with a general description of them.

6. (a) When and how can you precipitate a salt? (b) Give a list of the commoner salts thus obtained.

7. Describe (a) Sodium, (b) Magnesium, (c) Aluminum, showing how they are obtained, and giving their uses.

8. Give the Chemical composition, common properties and uses of (a) White Arsenic, (b) "Soda," (c) Nitre, (d) Slaked Lime, (e) Red Lead, (f) Crown Glass.
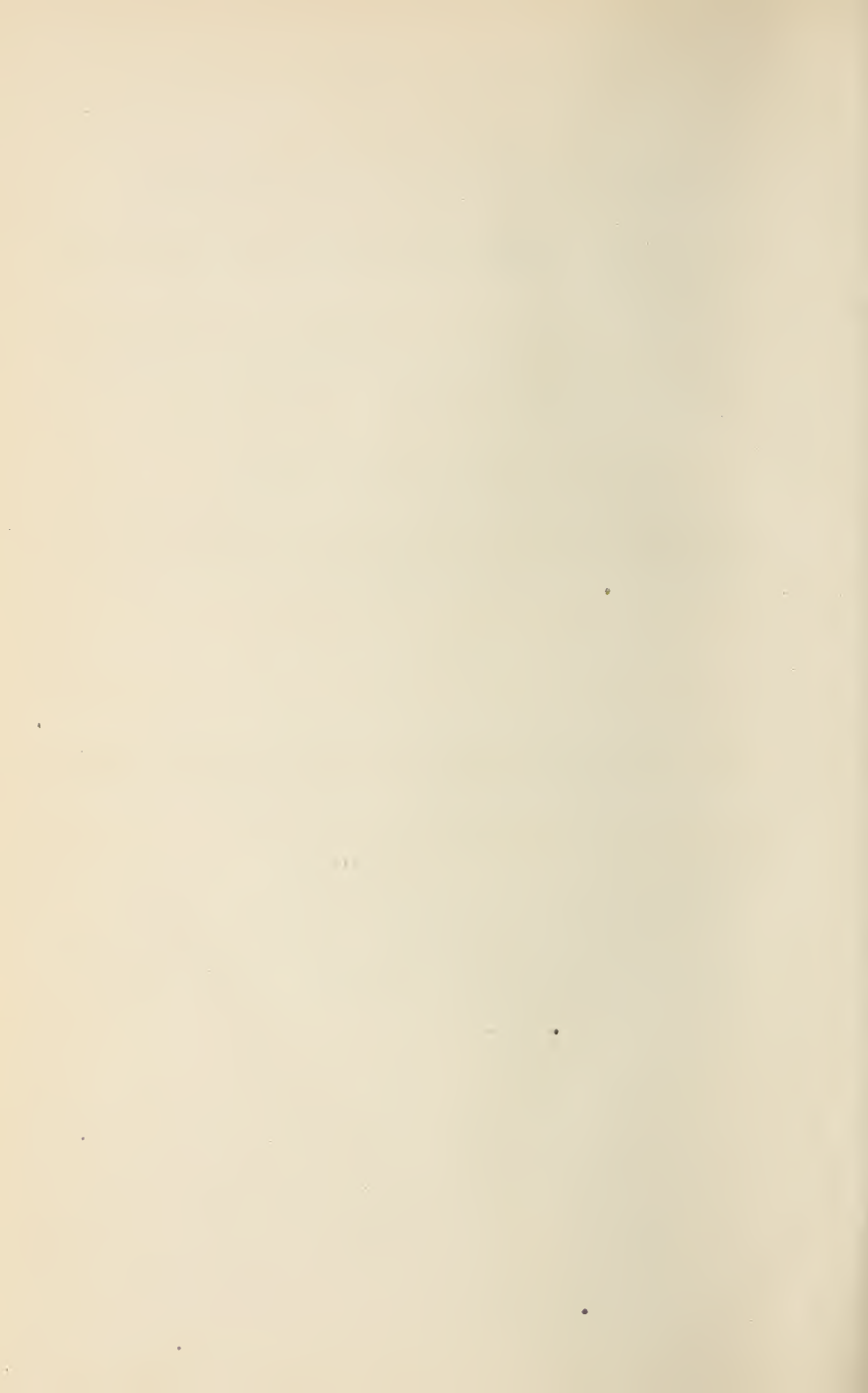
ENGLISH LITERATURE.

1. Name the principal Anglo-Saxon writings, and tell their subjects.

2. Give an outline of Chaucer's life, and a sketch of the Canterbury Tales.

3. What was the literary character of the 16th century?

4. Trace the early history of the drama in England, till Shakespeare's time.

5. Classify Shakespeare's plays according to their dates, and state the distinguishing features of the classes.

6. Name the principal poets of the Elizabethan period, and state the subject and character of their works.

7. Give a sketch of Bacon's life; name his several writings, and tell their subjects.

8. Distinguish the three periods of Milton's literary life, and name the works which belong to them respectively.

9. Who wrote " Hudibras," what is its object, and under what circumstances was it written?

LOGIC.

EXAMINER—PROFESSOR WATSON, M.A.

1. " Logic deals with language. " (1) Criticise this definition.
(2) State and explain the correct definition.

2. Explain (1) abstraction and (2) generalization.

3. Show that the reasoning is *explicitly*, what the notion is *implicitly*.

4. (1) On what principle is the quantification of the predicate based? (2) Convert the following propositions (*a*) by Whatley's rules and (*b*) by Hamilton's method:

> No man is perfect.
> The animals are void of reason.
> Some rational beings are fallible.

5. Give the *opposites* of the following proposition:

> Some passions are not wrong.

6. Explain *extension* and *comprehension* of notions, and show, by an example, their relation to each other.

7. Reduce the following syllogism to the first figure:

> Some syllogisms are not regular ;
> All syllogisms are important ;
> Therefore some important things are not regular.

8. " If E is F, G is H. " Give (*a*) the *invalid* and (*b*) the *valid* inferences.

9. What are the two theories of induction?

10. What are the tests of a true conception?

11. If nature were not *uniform*, would science be possible?
If not, why?

LATIN.

EXAMINER—PROFESSOR MACKERRAS, M.A.

Translate—Tacitus, Agricola, cap. XVIII.

XVIII. Hunc Britanniae statum, has bellorum vices media jam aestate transgressus Agricola invenit, cum et milites, velut omissa expeditione, ad securitatem, et hostes ad occasionem verterentur. Ordovicum civitas, haud multo ante adventum ejus, alam in finibus suis agentem prope universam obtriverat : eoque initio erecta provincia et quibus bellum volentibus erat, probare exemplum ac recentis legati animum opperiri, cum Agricola—quamquam transacta aestas, sparsi per provinciam numeri, praesumpta apud militem illius anni quies (tarda et contraria bellum incohaturo), et plerisque custodiri suspecta potius videbatur—ire obviam discrimini statuit ; contractisque legionum vexillis et modica auxiliorum manu, quia in aequum degredi Ordovices non audebant, ipse ante agmen, quo ceteris par animus simili periculo esset, erexit aciem. . . . . Ita petita pace ac dedita insula, clarus ac magnus haberi Agricola, quippe cui ingredienti provinciam, quod tempus alii per ostentationem aut officiorum ambitum transigunt, labor et periculum placuisset. Nec Agricola prosperitate rerum in vanitatem usus, expeditionem aut victoriam vocabat victos continuisse : ne laureatis quidem gesta prosecutus est. Sed ipsa dissimulatione famae famam auxit, aestimantibus quanta futuri spe tam magna tacuisset.

1. Parse *vices, Ordovicum, obtriverat, erecta, opperiri, transacta, incohaturo, custodiri, degredi, dedita, ingredienti, gesta, tacuisset.*

2. Derive *bellum, securitas, ala, exemplum, aestas, quippe.*

3. *Verterentur.* What is its force here?

4. *Tarda—plerisque—ceteris—periculo—cui—prosperitate—expeditionem—aestimantibus.* Account for these Cases.

5. *Probare—haberi.* What are the subjects?

6. *Custodiri suspecta videbatur.* Is this strictly classic? If not—render it correctly.

7. *Quibus bellum volentibus erat—quod tempus transigunt.* Explain these constructions.

8. *Laureatis.* To what does this refer?

9. *Occasio.* Is this as expressive as χαιρός. If not—state the difference.

10. *Ala—legionum vexillis.* Explain fully these military terms.

11. *Victoriam vocabat victos—labor et periculum placuisset.* What Figures do these illustrate?

12. *Mona.* What is its modern name? Do any traces of the old name still remain?

13. In what year did the transactions described in this chapter occur?

14. Where dwelt the *Ordovices*—the *Iceni*—the *Caledonii*?

15. What peculiar syntactical usages are found in Tacitus?

16. How does he prevent the monotony of the events which he records, especially in his Annals, from wearying the reader?

17. What are the chief characteristics of Agricola as a General?

18. Contrast the style of Tacitus with that of Livy.

GREEK PROSE.

Translate—Plato, Apol. Soc., cap. XVIII.

XVIII. Μὴ θορυβεῖτε, ὦ ἄνδρες Ἀθηναῖοι, ἀλλ᾽ ἐμμείνατέ μοι οἷς ἐδεήθην ὑμῶν, μὴ θορυβεῖν ἐφ᾽ οἷς ἂν λέγω, ἀλλ᾽ ἀκούειν· καὶ γάρ, ὡς ἐγὼ οἶμαι, ὀνήσεσθε ἀκούοντες. μέλλω γὰρ οὖν ἄττα ὑμῖν ἐρεῖν καὶ ἄλλα, ἐφ᾽ οἷς ἴσως βοήσεσθε· ἀλλὰ μηδαμῶς ποιεῖτε τοῦτο. εὖ γὰρ ἴστε, ἐὰν ἐμὲ ἀποκτείνητε τοιοῦτον ὄντα, οἷον ἐγὼ λέγω, οὐκ ἐμὲ μείζω βλάψετε ἢ ὑμᾶς αὐτούς· ἐμὲ μὲν γὰρ οὐδὲν ἂν βλάψειεν οὔτε Μέλητος οὔτε Ἄνυτος· οὐδὲ γὰρ ἂν δύναιτο· οὐ γὰρ οἴομαι θεμιτὸν εἶναι ἀμείνονι ἀνδρὶ ὑπὸ χείρονος βλάπτεσθαι. ἀποκτείνειε μέντ᾽ ἂν ἴσως ἢ ἐξελάσειεν ἢ ἀτιμώσειεν. ἀλλὰ ταῦτα οὗτος ἴσως οἴεται καὶ ἄλλος τίς που μεγάλα κακά, ἐγὼ δ᾽ οὐκ οἴομαι, ἀλλὰ πολὺ μᾶλλον ποιεῖν ἃ οὗτος νυνὶ ποιεῖ, ἄνδρα ἀδίκως ἐπιχειρεῖν ἀποκτιννύναι. νῦν οὖν, ὦ ἄνδρες Ἀθηναῖοι, πολλοῦ δέω ἐγὼ ὑπὲρ ἐμαυτοῦ ἀπολογεῖσθαι, ὥς τις ἂν οἴοιτο, ἀλλ᾽ ὑπὲρ ὑμῶν, μή τι ἐξαμάρτητε περὶ τὴν τοῦ θεοῦ δόσιν ὑμῖν ἐμοῦ καταψηφισάμενοι. ἐὰν γὰρ ἐμὲ ἀποκτείνητε, οὐ ῥᾳδίως ἄλλον τοιοῦτον εὑρήσετε, ἀτεχνῶς, εἰ καὶ γελοιότερον εἰπεῖν, προσκείμενον τῇ πόλει ὑπὸ τοῦ θεοῦ, ὥσπερ ἵππῳ μεγάλῳ μὲν καὶ γενναίῳ, ὑπὸ μεγέθους δὲ νωθεστέρῳ καὶ δεομένῳ ἐγείρεσθαι ὑπὸ μύωπός τινος·

1. Parse θορυβεῖτε, ἐμμείνατε, ἐδεήθην, ὀνήσεσθε, ἄττα, ἐρεῖν, βοήσεσθε, ἴστε, μείζω, βλάψειεν, δύναιτο, ἀποκτείνειε, ἐξελάσειεν, ἀτιμώσειεν, ἀποκτιννύναι, δέω, οἴοιτο, ἐξαμάρτητε, μεγέθους, ἐγείρεσθαι.

2. Derive γάρ, οὖν, θεμιτός, χείρων, νυνί, νῦν, μύωψ.

3. οἷς (ἐδεήθην)—οἷς (ἂν λέγω)—μείζω—πολλοῦ—(δόσιν) ὑμῖν—ἐμοῦ (καταψηφισάμενοι). Account for these Cases.

4. θορυβεῖτε—ἐμμείνατε. Account for these Tenses.

5. θεμιτόν.........βλάπτεσθαι. Render this by another construction equally classic.

6. που. What is its force here?

7. πολὺ μᾶλλον. Supply the ellipsis.

8. ἄλλος—μᾶλλον—ἀνδρί. What was the original form of these? Account for the change.

9. How are Prohibitions or Negative Commands expressed in Greek?

10. ἀτιμία. What were the various forms of this?

11. Explain the following legal terms, viz. : ὁ φύγων—ὁ διώκων—
    ἀντωμοσία—ἀναβιβάσασθαι—γραφὴν γράψασθαί τινα—ἐρήμη
    (δίκη).

12. How far may this Treatise be regarded as the actual defence
    made by Socrates ?

13. Into what parts is the Apology divided ?

14. What were the counts of the indictment preferred against
    Socrates ?

15. What constituted the chief difficulties against which he had
    to contend in his defence ?

16. What was the *bearing* of Socrates before his judges ?   How
    did it affect the final result ?

17. (*a*) What public offices had he held ?
    (*b*) In what battles did he take part ?

18. ισως αν ουν δοξειεν ατοπον ειναι, οτι δη εγω ιδια μεν ταυτα
    ξυμβουλευω περιιων και πολυπραγμονω, δημοσια δε ου τολμω
    αναβαινων εις το πληθος το υμετερον ξυμβουλευειν τη πολει.
    τουτου δε αιτιον εστιν ο υμεις εμου πολλακις ακηκοατε πολλαχου
    λεγοντος, οτι μοι θειον τι και δαιμονιον γιγνεται φωνη, ο δη και
    εν τη γραφη επικωμωδων Μελητος εγραψατο. Supply the
    proper breathings and accents.

GREEK POETRY.

EXAMINER—PROFESSOR MACKERRAS, M.A.

Translate— Soph. Antigone, vv. 249–270.

ΦΥ. οὐκ οἶδ᾽· ἐκεῖ γὰρ οὔτε του γενῆδος ἦν
πλῆγμ᾽, οὐ δικέλλης ἐκβολή· στύφλος δὲ γῆ   250
καὶ χέρσος, ἀρρὼξ οὐδ᾽ ἐπημαξευμένη
τροχοῖσιν, ἀλλ᾽ ἄσημος οὑργάτης τις ἦν,
ὅπως δ᾽ ὁ πρῶτος ἡμῖν ἡμεροσκόπος
δείκνυσι, πᾶσι θαῦμα δυσχερὲς παρῆν.
ὁ μὲν γὰρ ἠφάνιστο, τυμβήρης μὲν οὔ,   255
λεπτὴ δ᾽ ἄγος φεύγοντος ὣς ἐπῆν κόνις.
σημεῖα δ᾽ οὔτε θηρὸς οὔτε του κυνῶν
ἐλθόντος, οὐ σπάσαντος ἐξεφαίνετο.
λόγοι δ᾽ ἐν ἀλλήλοισιν ἐρρόθουν κακοί,
φύλαξ ἐλέγχων φύλακα, κἂν ἐγίγνετο   260
πληγὴ τελευτῶσ᾽, οὐδ᾽ ὁ κωλύσων παρῆν.
εἷς γάρ τις ἦν ἕκαστος οὑξειργασμένος,
κοὐδεὶς ἐναργής, ἀλλ᾽ ἔφευγε πᾶς τὸ μή,
ἦμεν δ᾽ ἕτοιμοι καὶ μύδρους αἴρειν χεροῖν,
καὶ πῦρ διέρπειν, καὶ θεοὺς ὀρκωμοτεῖν   265
τὸ μήτε δρᾶσαι μήτε τῳ ξυνειδέναι
τὸ πρᾶγμα βουλεύσαντι μήτ᾽ εἰργασμένῳ.
τέλος δ᾽ ὅτ᾽ οὐδὲν ἦν ἐρευνῶσιν πλέον,
λέγει τις εἷς, ὃς πάντας ἐς πέδον κάρα
νεῦσαι φόβῳ προὔτρεψεν.   270

1. Parse γενῆδος, στύφλος, ἐπημαξευμένη, δείκνυσι, ἠφάνιστο, ἐπῆν,
    του, σπάσαντος, ἐξεφαίνετο, ἐρρόθουν, ἐλέγχων, τελευτῶσα,
    οὑξειργασμένος, ἔφευγε, ἦμεν, δρᾶσαι, ἐρευνῶσιν, προὔτρεψεν.

2. Derive πλῆγμα, δικέλλης, ἀρρὼξ, ἡμεροσκόπος, ὀρκωμοτεῖν.

3. Give Latin words containing the *roots* of τροχός, δείκνυμι,
    κόνις, θήρ, κύων, πῦρ, κάρα.

4. ὥς. Account for its accent.

5. φεύγοντος—φύλαξ—τέλος—ἐρευνῶσιν.   Account for these Cases.

6. ἔφευγε πᾶς τὸ μή.   Complete the construction.

7. Explain the allusion in v. 256.

8. To what usage is reference made in vv. 264, 265?   Among what other nations did it prevail?

9. Point out an instance of the Porsonian Pause in this passage.

10. Who constituted the Chorus in this tragedy?

11. Did they fulfil their high functions?   State concisely the arguments which may be advanced *pro* and *con*.

12. When did Sophocles first enter the lists as a competitor? When was this tragedy first brought out?

13. Give an outline of the plot.

14. When was Sophocles born?   When did he die?   A biography of him would sketch the history of, what?

15. Name his leading contemporaries, (1) literary, (2) political.

16. What improvements of the Drama are attributed to him?

17. Contrast Sophocles with (1) Æschylus, (2) Euripides.

18. What was the origin of the Greek Drama?

NATURAL PHILOSOPHY.

EXAMINER—PROFESSOR WILLIAMSON.

1. State the three laws of motion.

2. Explain the terms, *velocity, moving force, accelerating force, momentum.*

3. Prove that, when the force is constant, $s = ft^2$, and $v^2 = 2fs$.

4. Upon a steeple 150 feet high is a spire of 40 feet; at the same instant, that a stone is let fall from the top of the steeple, another is projected vertically upwards from the bottom of it with a velocity sufficient to carry it to the top of the spire, at what point will these meet?

5. The velocity acquired by falling down an arc of a circle is equal to that acquired by falling down its versed sine.

6. Determine the velocities after impact of two imperfectly elastic bodies impinging directly on each other, and thence deduce the velocity after impact of two inelastic bodies.

7. What is the pressure on a groove in a circular arc down which a ball rolls? Explain the action of the *Centrifugal Railway.*

8. Define a *simple;* a *physical* pendulum; the *Centre of Oscillation.*

9. Find the Equation to the path of a projectile.

10. How must a cone be cut by a plane, so that the common section of the plane and the surface of the cone may be a Parabola? an Ellipse? a Hyperbola? State what are the distinguishing properties of these three curves, and give their Equations.

11. Define a *function* of a quantity. Do functions always vary uniformly as the independent variable does?

12. Give the rules for differentiating such functions as x^n; $\dfrac{x}{y}$; xy, and differentiate $ax^3 + 2$, xy^2, $\dfrac{x}{y}$, $\dfrac{1}{(a+x^2)^n}$

13. $x + y = a$ and $x^2 y^3 =$ maximum, find x and y.

14. Give the expressions for the *subtangent;* the *subnormal;* the *differential of the arc* in terms of the sine, and the *differential of the area* of any curve. From the last find the area of the common parabola.
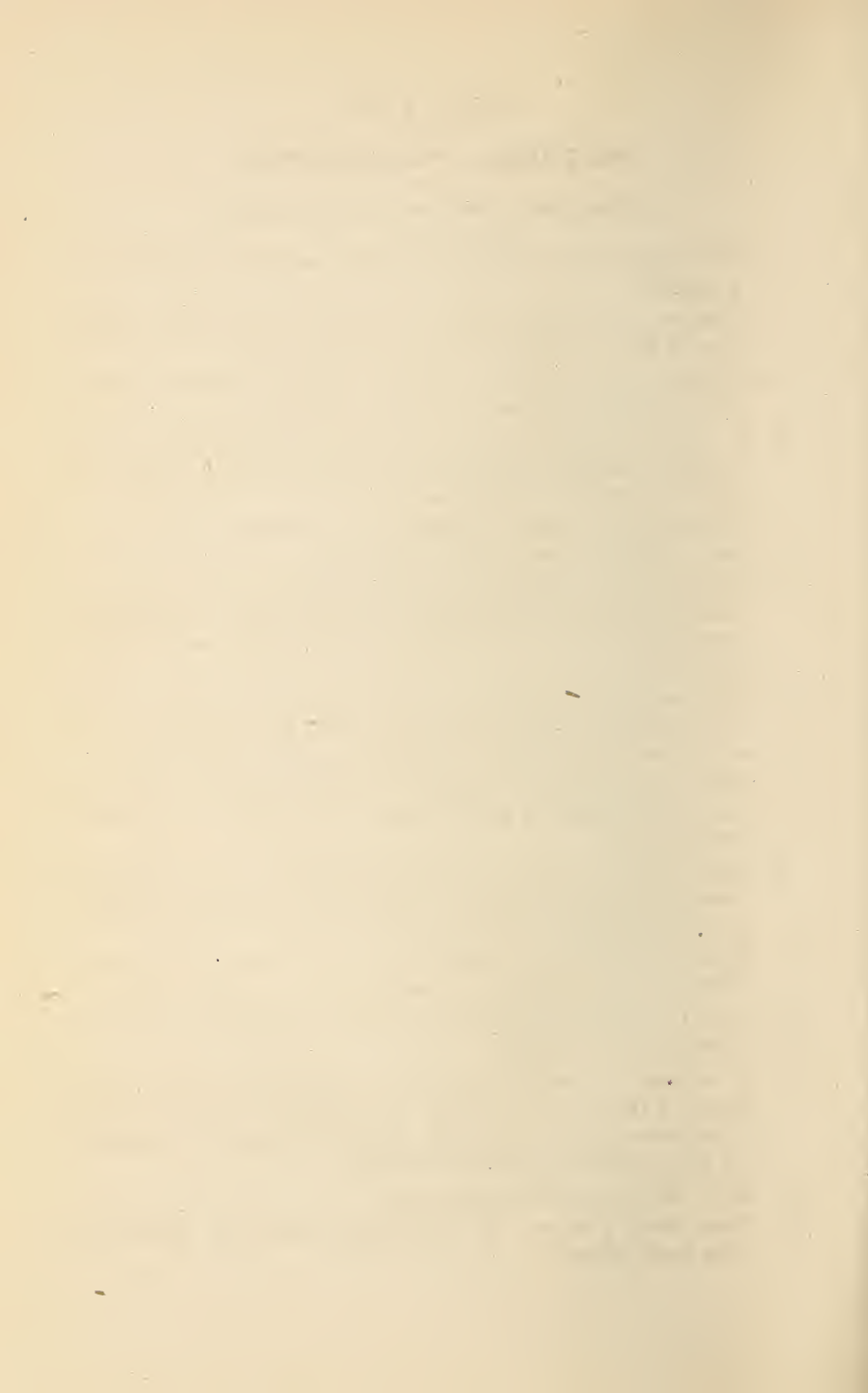
NATURAL PHILOSOPHY.

Examiner—Professor Williamson.

1. What is the moment of a force with regard to a point ? to a plane ?

2. Resolve a force represented by 20 into two others whose sum is 22, and which contain an angle of 60°.

3. If three forces meet at a point and act in different planes, what line will represent their resultant ?

4. If 1, 2, 3, 4 lbs. be placed at equal distances along a line without weight, and 4 feet in length, find the point on which the whole will balance.

5. Where is the centre of gravity of a triangle ; of a pyramid ; of the surface of a cone ?

6. Enumerate the different kinds of levers, and prove, that when a lever is in equilibrium P:W inversely as the perpendiculars from the fulcrum on the directions in which they act.

7. Two weights P and Q are connected with the extremities of a straight lever, of which the arms are as 3 to 5. P acts at an angle of 60°, and Q at an of 45°: find P:Q.

8. State the principle of virtual velocities, and prove it in the case of the inclined plane, when the power acts parallel to the plane.

9. State P:W in the 1st kind of Burtons, and show that there will be equilibrium, if the power, weight, and each pulley, are all equally heavy.

10. What are the two conditions of equilibrium in liquids ? What is the condition in gases ?

11. Give the general expression for the pressure on any surface immersed in a liquid.

12. A rectangle is described about a parabola, and the whole figure is immersed vertically in a liquid, so that the vertex coincides with the level of the liquid, compare the pressures on the parabola and the rectangle.

13. State Boyle and Mariotte's law.

14. State what is meant by the *elastic tension* of gases, and how heat affects it.

THIRD YEAR.

METAPHYSICS (FIRST PAPER).

EXAMINER—PROFESSOR WATSON, M.A.

1. State (1) the *scientific* and (2) the *philosophical* view of the world.

2. Show why the *organic* world is more stable than the *inorganic*.

3. Criticise the Observing Consciousness.

4. (1) What is Hume's view of Causality? (2) How does Kant reply to it?

5. What objection may be made to the division of Thought into *faculties?*

6. In what sense may it be said that the complete material of thought is contained in Sensation?

7. State and criticise Mill's attempt to construct the external world out of sensation and associations of sensation.

8. How does immediate sensation become *perception?*

9. Show that Representation is an advance beyond Perception.

10. Show that associations of ideas are not properly *laws.*

11. Distinguish between remembrance and imagination.

THIRD YEAR.

METAPHYSICS (SECOND PAPER).

EXAMINER—PROFESSOR WATSON, M.A.

1. What is the general difference between the Greek and the modern State ?

2. (1) On what grounds does Grote object to Plato's view of the Sophists ? (2) Are his objections valid ?

3. State (1) Socrates' *method* and (2) the nature of his *irony*.

4. " All virtue is knowledge." Explain this saying of Socrates.

5. Compare Socrates' " dæmon" with conscience.

6. (1) Sketch Plato's ideal state. (2) Show why he either (*a*) rejected or (*b*) limited Art.

7. (1) What did Plato mean by Justice ? (2) Is this the meaning now attached to the word ?

8. What is the imperfection in Plato's conception of the relation of the individual to the state ?

9. State and criticise Aristotle's view of virtue.

FRENCH LANGUAGE.

1. State the chief causes which effected the deterioration of the Latin.

2. When did such words as, *compassio, eternalis, justificare, pausare,* come into general use?

3. State the several causes which led to the elimination of old Latin words, and the adoption of new words in the Romance languages.

4. Explain the formation of the future indicative in the Romance languages, and of the imperfect in the French verb.

5. Translate —

> Notre dictateur devant les rangs s'avance,
> Demande a votre prince un moment de silence ;
> Et l'ayant obteuu : "Que faisons-nous, Romains ?
> Dit-il, et quel demon nous fait venir aux mains ?
> Souffrons que la raison eclaire enfin nos ames.
> Nous sommes vos voisins, nos filles sont vos femmes ;
> Et l'hymen nous a joints par tant et tant de nœuds
> Qu'il est peu de nos fils qui ne soient vos neveux.
> Nous ne sommes qu'un sang et qu'un peuple en deux villes ;
> Pourquoi nous dechirer par des guerres civiles,
> Ou la mort des vaincus affaiblit les vainqueurs,
> Et le plus beau triomphe est arrose de pleurs ?
> Nos ennemis communs attendent avec joie
> Qu'un des partis defait leur donne l'autre en proie,
> Lasse, demi-rompu, vainqueur, mais, pour tout fruit,
> Denue d'un secours par lui-meme detruit.
> Ils ont assez longtemps joui de nos divorces ;
> Contre eux dorenavant joignons toutes nos forces,
> Et noyons dans l'oubli ces petits differends
> Qui de si bons guerriers font de mauvais parents.
> Que si l'ambition de commander aux autres
> Fait marcher aujourd'hui vos troupes et les notres,
> Pourvu qu'a moins de sang nous voulions l'apaiser,
> Elle nous unira, loin de nous diviser.
> Nommons des combattants pour la cause commune,
> Que chaque peuple aux siens attache sa fortune ;
> Et, suivant ce que d'eux ordonnera le sort,
> Que le parti plus faible obeisse au plus fort ;
> Mais sans indignite pour des guerriers si braves ;
> Qu'ils deviennent sujets sans devenir esclaves,
> Sans honte, sans tribut, et sans autre rigueur
> Que de suivre en tous lieux les drapeaux du vainqueur :
> Ainsi nos deux Etats ne feront qu'un empire."

6. Parse *eclaire, noyons, deviennent,* and explain construction of *dechirer, diviser* and *suivre.*

THIRD YEAR.

BOTANY.

Examiner—Professor Dupuis, M.A., F.B.S.Ed.

1. (*a*) What is Botany ?—(*b*) How is it Divided ?

2. (*a*) What are subterranean stems ?   (*b*) How are they distinguished,—(*c*) how classified ?

3. Describe leaves in regard to (*a*) their parts, (*b*) their Phyllotaxis, (*c*) their uses, and explain why they fall.

4. (*a*) Describe the normal flower, and (*b*) state the morphological laws prevailing among flowers.

5. Define (*a*) Complete—(*b*) Perfect—(*c*) Regular—(*d*) Symmetrical as applied to flowers.

6. Give (*a*) the causes of deviation from the normal flower, (*b*) the effects of cohesion.

7. Give (*a*) the origin,—(*b*) the parts,—(*c*) the appendages of the seed.

8. Classify the dehiscent fruits.

9. Give (*a*) the structure—(*b*) modified forms—(*c*) most common contents of cells.

10. Describe fully (*a*) the structure of the exogenous stem—(*b*) the differences between *Exogens* and *Endogens*.

11. Divide plants into classes and state how they are further divided.

12. Classify the following plants :—Buttercup—Hollyhock—Pea—Pumpkin—Mullein—Oak—Willow—Pine.

THIRD YEAR.

ZOOLOGY.

Examiner—Professor Dupuis, M.A., F.B.S.Ed.

1. Classify the functions of animal life and examine whether they are *distinctive* of animals.

2. (*a*) Describe the single eye;—(*b*) To what is it reduced in the lower animals?—(*c*) What is the nictitating membrane and where is it found?

3. State the uses of (*a*) the muscles;—(*b*) the bones;—(*c*) Explain the terms Digitigrade—Plantagrade.

4. Describe the hard parts of (*a*) Insecta,—(*b*) Radiata.

5. Describe the means of progressive movement in (*a*) the Star fish,—(*b*) the Leech,—(*c*) the Earthworm,—(*d*) the Fish.

6. (*a*) Classify the operations of nutrition;—(*b*) describe the *apparatus* and (*c*) give the *kinds* of circulation.

7. Give the different stages in the history of (*a*) the *Tenia*,—(*b*) the *Medusa*,—(*c*) the *Oestrus*,—(*d*) the *Frog*.

8. Characterize (*a*) Vertebrata,—(*b*) Mammalia—(*c*) Rodentia, and name five common animals with such characters.

9. Characterize the class *Pisces* and divide it into orders.

10. Give the characters of (*a*) Hymenoptera,—(*b*) Diptera;—(*c*) Distinguish between *Insecta* and *Arachnida*.

11. Divide the *Radiata* into classes, giving an example of each.

12. Classify by order, class, subkingdom, the following animals: (*a*) Wolf,—(*b*) Sheep,—(*c*) Hawk,—(*d*) Chameleon,—(*e*) Anchovy,—(*f*) Cricket,—(*g*) Earthworm.

NATURAL PHILOSOPHY.

Examiner—Professor Williamson.

1. What led to the discovery of the velocity of light by Rœmer? How was it afterwards confirmed by Bradley?

2. What is the breadth of the waves of violet light? Of red light? How many of the violet and red, respectively, enter the eye in a second?

3. How does the shadow of an object on a screen, when the source of light is a luminous point, differ from that produced by a luminous surface?

4. Why does rock salt become opaque when it is crushed?

5. To what optical instrument is the eye to be referred? What is necessary for distinct vision by the eye? How is it proved that the eye requires adaptation to the different distances of the objects which it views?

6. By what construction would you draw the image of an object reflected from a plane mirror? What is the velocity of the image compared with that of the mirror when the latter moves in a plane parallel to itself?

7. State the uses of the *Goniometer*, of the *Heliostat*, of parabolic mirrors, and Fresnel's Lenses in lighthouses.

8. What ratio determines the critical angle in refraction?

9. Shew that a ray of light, entering a medium of which the index of refraction is 1.414, cannot have a greater deviation than 45°.

10. State the deviation in a triangular prism, 1st, when the angle of incidence is considerable; 2nd, when it is small. How must the ray pass through the prism so that the deviation may be a minimum?

11. Define the *axis, principal focus, conjugate foci, Optical Centre, centre of curvature, aperture, secondary axes*, in Spherical Mirrors and Lenses.

12. Prove that in a Convexo Concave Lens—
$$\frac{1}{d} - \frac{1}{D} = (m-1)\left(\frac{1}{r} - \frac{1}{r}\right) = \frac{1}{F}.$$

13. Prove that in Spherical Mirrors $FO^2 = FQ.Fq$,
    and in Spherical Lenses $FO^2 = F'Q.Fq$,
    F' in the latter case being the principal focus on the other side from q.

14. The first surface of a lens of crown glass ($m=1.53$) is convex, and has a curvature of 3 inches radius; find the radius of curvature of the other face, and the kind of the lens, when rays coming from a point 10 feet in front of the lens are brought to a focus 2 feet behind it.

15. When is a combination of lenses said to be *achromatic?* When *aplanatic?* Whence arose the mistake of Newton in thinking that an achromatic combination was impossible?

16. Define *simple, complementary, accidental* or *subjective* colours.

17. State how the magnifying power is determined in the simple microscope; in the compound microscope; in refracting telescopes.

18. Explain briefly what is meant by the *interference, diffraction, double refraction, polarization,* of rays of light. What is the cause of the colours of thin films and plates?

NATURAL PHILOSOPHY.

EXAMINER—PROFESSOR WILLIAMSON.

1. If a body weighs 10 lbs. 9 ozs. at one end of a false balance, and 12 lbs. 4 ozs. at the other, what is the real weight?

2. If g be the force of gravity at the surface, what is its amount two miles above the surface of the earth, the earth's radius being taken to be 3956 miles? If the central force varies inversely as the square of the distance, what must be the nature of the curve described by a revolving body?

3. By what property are liquids distinguished from gases?

4. What is meant by the *hydrostatic paradox?*

5. A Cone and Cylinder of the same base and height, each filled with water, are placed on a table, what are the pressures on their bases? What on the table?

6. Upon what principle does the flow in Artesian wells depend? In what ratio are the heights of two different liquids in the branches of a bent tube?

7. State the law of Archimedes with regard to bodies immersed, or floating in liquids.

8. Explain the term *Metacentre.* What is the condition of stable flotation?

9. Given W the weight of a body *in vacuo*, w its weight in water, what is its specific gravity?
   The Crown of Hiero, with an equal weight of gold, and an equal weight of silver, were all weighed in water. The Crown was found to lose $\frac{1}{14}$, the gold $\frac{4}{77}$, and the silver $\frac{2}{21}$ of the common weight. In what proportion were the gold and silver mixed in the Crown?

10. Explain briefly what is meant by *Capillary Attraction, Endosmose,* and *Exosmose.*

11. A cylindrical vessel filled with fluid rests with its base on a horizontal plane: find the velocity of efflux from an orifice below the level of the fluid, and the position of the orifice, so that the range on the plane may be the greatest possible.

12. What are centrifugal pumps? Explain the action of the Hydraulic Ram.

13. In what direction are the waves of sound propagated, and what is its velocity, in air, per second? Is its velocity the same in all media? A reflecting surface is 560 feet distant, in what time will a word begin to be repeated by the Echo?

14. In three seconds, a stone dropped into a pit, is heard to strike the bottom: how deep is it?

15. Find the density of air in the receiver of an air pump after n strokes of the piston. Find also the density in the receiver of a Condenser, R and B being the capacities of the receivers and barrels.

16. If, in an air pump which has only one barrel, the density after five turns is to the original density as 7:44, compare the capacities of the receiver and barrel.
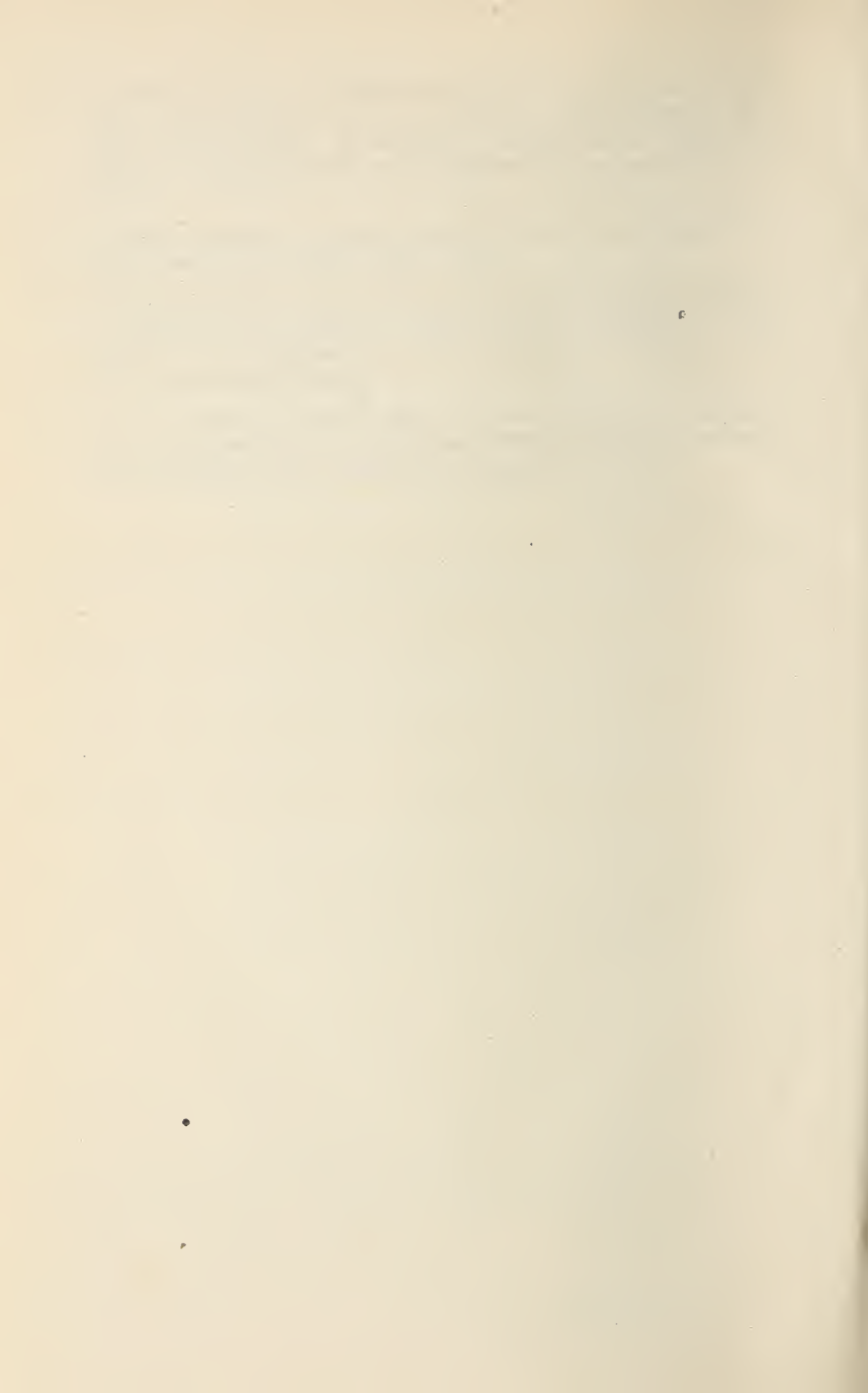
FOURTH YEAR.

ETHICS (First Paper.)

EXAMINER—PROFESSOR WATSON, M.A.

1. State briefly the three stages of *self-consciousness*, and their relation to each other.

2. Distinguish between *appetite* in man and in the lower animals.

3. State Adam Smith's theory.

4. What is the ethical value of *sympathy*?

5. (1) What view of *motives* do Libertarians and Necessarians respectively hold? (2) Which party is *logically* correct?

6. What is the general imperfection of all Moral-Sense theories?

7. Is there any objection to be made to Kant's negative morality?

8. How may a system of positive morality be formed?

9. (1) What is meant by *Utilitarianism*? (2) Why is it objectionable?

FOURTH YEAR.

ETHICS (Second Paper.)

Examiner—Professor Watson, M.A.

1. On what notion is the science of Right based?

2. Show briefly how this notion gives rise to (*a*) property, (*b*) contract, (*c*) civil injury, and (*d*) crime.

3. What is the relative value of the *sign* as expressive of the seizure of property?

4. How far are rights alienable?

5. Show that Right is *logically* dependent upon Duty.

6. Distinguish between Conscience and the Practical Reason.

7. What is the ultimate test of Responsibility?

8. (1) What is the ethical value of the *family*? (2) Is the relation of the individual to the family as perfect as his relation to (*a*) the community, and (*b*) the state?
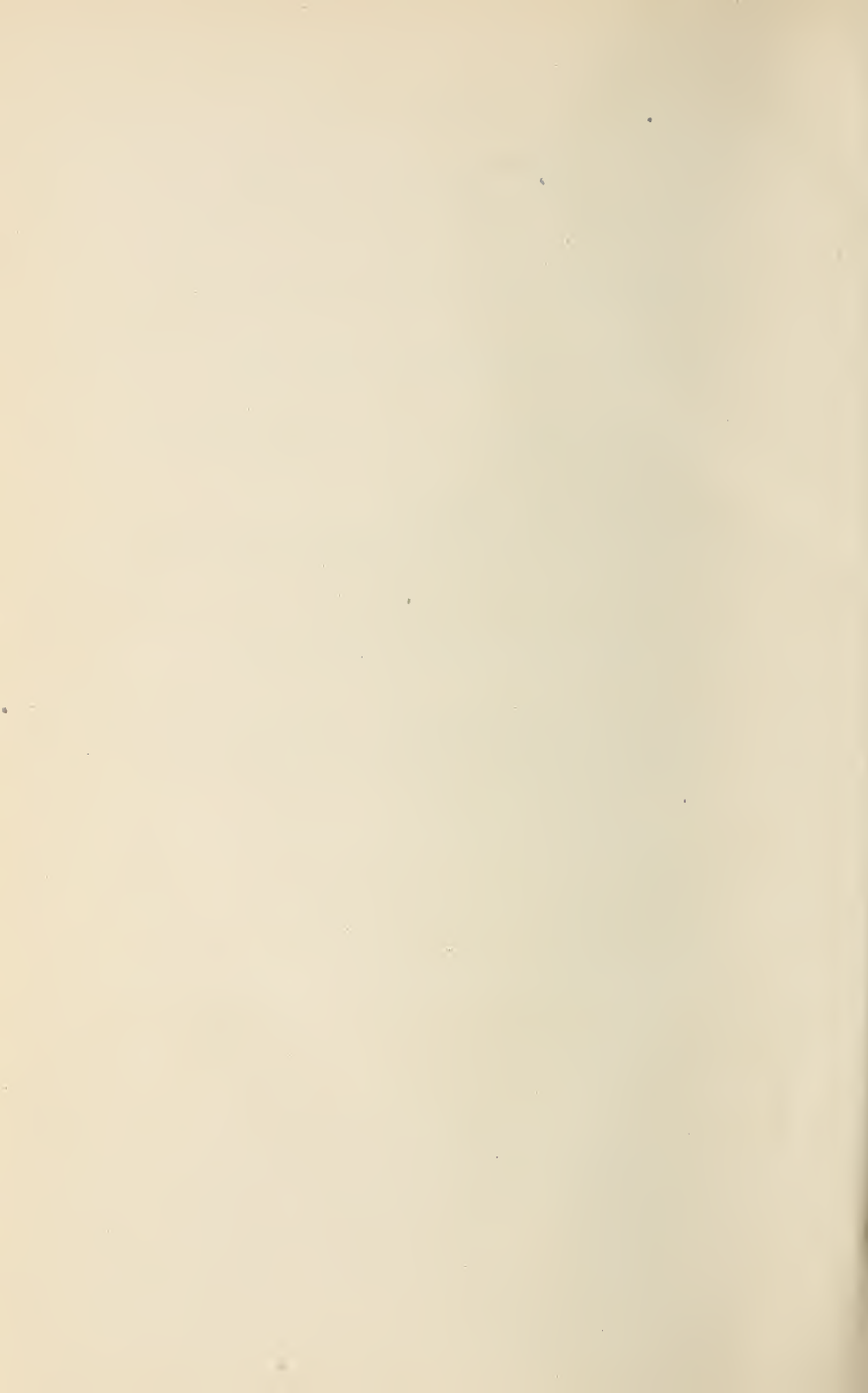
FOURTH YEAR.

HISTORY.

Examiner—Professor Ferguson.

1. Point out the extent of the Pelasgic element in Greece.

2. State the several circumstances which, notwithstanding the jealousies that separated the Greek States, marked the unity of the Greeks.

3. What charges were made against Pericles as to the use which he had made of the Athenian Supremacy?

4. Describe the Judicial Institutions of Athens.

5. Point out the growth of Military and Naval Armaments in Greece.

6. Give a short sketch of the relations existing between Rome and the Etruscan Power till the fall of the latter.

7. Describe the circumstances of the several secessions to the *Sacra Mons.*

8. Trace the progress of the conquests by Rome within the Italian Peninsula.

9. What were the terms of the Lucinio-Sextian Laws, and their results?

10. State the chief internal causes of the decline of the Roman Empire.

11. Distinguish between allodial lands and benefices in France.

12. Trace the growth of the Royal Judiciary in France.

13. State the occasion of the Council of Clarendon, and its results.

14. State, so far as our information goes, the earlier mode of election to the House of Commons, and when was the first occasion of a pecuniary qualification for electors.

15. State the growth of the idea of Ministerial responsibility in England.

FOURTH YEAR.

MINERALOGY.

Examiner—Professor Dupuis, M.A., F.B.S.Ed.

1. (*a*) Define a mineral, and (*b*) state the general differences between minerals and organic beings, and hence the difference in our methods of distinguishing them.

2. (*a*) What are the characteristics of crystals ?—(*b*) How are they formed ?—(*c*) What distinguishes them as fundamental or secondary ?—(*d*) Define the *kinds* of secondary crystals.

3. Give (*a*) the kinds of lustre—(*b*) the scale of hardness—(*c*) the odours, stating how they are brought out.

4. How would you test a mineral by heat, and what might it do ?

5. (*a*) Describe specular ore—(*b*) Explain the process of smelting it, and mention the principle impurities in the iron so produced.

6. Give the process for reducing (*a*) Copper Pyrites, through the Sulphate—(*b*) Galena, by the German method—(*c*) Antimony Sulphide.

7. Give Pattinson's process of reducing Argentiferous Galena.

8. Describe (*a*) Quartz, and its common varieties—(*b*) Gypsum.

9. State the practical uses of (*a*) Iron Pyrites—(*b*) Malachite—(*c*) Corundum—(*d*) Talc—(*e*) Graphite.

FOURTH YEAR.

GEOLOGY.

Examiner—Professor Dupuis, M.A., F.B.S. Edin.

1. Contrast the theories accounting for the present Constitution of Nature, and state which is held in Geology.

2. Define (a) *Crust of the Globe*—(b) *Rock*—(c) *Stratum*— (d) *Strike*—(e) *Dyke*—(f) *Fault*—(g) *Conformable*— (h) *Breccia*.

3. (a) State and prove the origin of *Eruptive* rocks,—(b) Classify them.

4. How were *Stratified* rocks (a) formed—(b) Consolidated?— (c) What changes did they afterwards undergo? Prove your statements.

5. (a) What is *Palæontology?*—(b) What does it teach us in regard to the history of life,—(c) in regard to the age of the earth?

6. Characterize (a) the *Devonian*—(b) the *Triassic*—(c) the *Cretaceous*.

7. Divide the *Tertiary*, and explain your division.

8. Examine (a) the cause of the *Drift*,—(b) its consequences.

THE

Royal College of Physicians & Surgeons

KINGSTON, ONTARIO,

IN AFFILIATION WITH

QUEEN'S UNIVERSITY,

CANADA.

TWENTIETH SESSION, 1873-74.

Teaching Staff.

JOHN R. DICKSON, M.D., M.R.C.P.,L., M.R.C.S., & F.R.C.S., Edin., PRESIDENT,
  Professor of Clinical Surgery.

FIFE FOWLER, M.D., L.R.C.S., Edin., REGISTRAR,
  Professor of Materia Medica.

HORATIO YATES, M.D.,
  Professor of the Principles and Practice of Medicines, and Lecturer on Clinical
  Medicine.

MICHAEL LAVELLE, M.D.,
  Professor of Obstetrics and Diseases of Women and Children.

MICHAEL SULLIVAN, M.D.,
  Professor of Surgery and Surgical Anatomy.

OCTAVIUS YATES, M.D.,
  Professor of the Institutes of Medicine and Sanitary Science.

JAMES NEISH, M.D.,
  Professor of Descriptive and Regional Anatomy.

THOMAS R. DUPUIS, M.D.,
  Professor of Botany.

NATHAN F. DUPUIS, M.A., F.B.S., EDIN.,
  (Professor of Chemistry and Natural History, Queen's University,)
  Professor of Chemistry and Practical Chemistry.

ALFRED S. OLIVER, M.D.,
  Professor of Medical Jurisprudence.

HERBERT J. SAUNDERS, M.D., M.R.C.S.,E.,
  Demonstrator of Anatomy.

Annual Announcement.

1873 & 1874.

The School of Medicine at Kingston being incorporated with independent powers and privileges under the designation of the "Royal College of Physicians and Surgeons, Kingston," will commence its twentieth session in the College Building, Princess Street, on the first Wednesday in October, 1873.

The College is affiliated to Queen's University, wherein the Degree of M.D. may be obtained by its Students.

Certificates of attendance at this College are recognized by the Royal Colleges of Surgeons of London and Edinburgh; and either the Degree of M.D. or the License of the College entitles the holder thereof to all the privileges in Great Britain that are conferred upon the Graduates and Students of any other Colonial College.

The new premises of the College are commodious and convenient. Unequalled facilities are presented for the study of Practical Anatomy, and great advantages for Clinical Instruction are afforded at the General Hospital and Hotel Dieu.

As a general rule there are examinations once a week in all the classes.

The fees for the different Classes are payable at the commencement of the Session. A Student who has attended two courses in any Class in the College except the Anatomical Demonstrations, is entitled to free attendance in such Class at any subsequent date.

Course of Instruction and Order of Classes.

President: JOHN R. DICKSON, M.D. M.R.C.P., Lon., M.R.C.S., & F.R.C.S. Edin. (Medical Superintendent of Rockwood Asylum.)
Registrar: FIFE FOWLER, M.D., L.R.C.S. Edin.

1. Anatomy.

JAMES NEISH, M.D., Professor.

Lectures daily from 9 to 10 A.M.
Class Book—Gray's Anatomy.
Fee for the Course (six months), $12.
Lectures will be illustrated by plates, preparations and demonstrations on the dead body.

II. Institutes of Medicine.

OCTAVIUS YATES, (Physician to the General Hospital), Professor.
Lectures daily from 10 to 11.
Books of Reference—Dalton's Physiology, and Bennett's or Aitken's Pathology.
Fee for the Course (six months), $12.
The Lectures of this Course, which embrace Histology, Physiology, General Pathology and Sanitary Science, will be illustrated by vivisections, demonstrations with the microscope, also plates, drawings, and specimens from the Museum.

III. Materia Medica, Therapeutics and Pharmacy.

FIFE FOWLER, M.D., L.R.C.S. Edin. (Physician to General Hospital), Professor.
Lectures daily from 11 to 12 A.M.
Class Book—Pereira's Materia Medica abridged (Wood's American edition.)
Book of Reference—United States Dispensatory.
The Course will be illustrated by coloured drawings, and specimens of medical plants and specimens of the various drugs, chemicals, etc.

IV. Botany.

THOMAS R. DUPUIS, M.D., Professor.
Lectures twice a week from 12 to 1.
Class Book—Gray's Structural or Systematic Botany.
Fee for the Course, $6.

V. Medical Jurisprudence.

ALFRED S. OLIVER, M.D., (Physician to the General Hospital), Professor.
Lectures on Tuesdays and Fridays from 12 to 1.
Book of Reference—Taylor's Medical Jurisprudence.
Fee for the Course, $6.

VI. Principles and Practice of Surgery.

MICHAEL SULLIVAN, M.D. (Surgeon to the Hotel Dieu), PROFESSOR.

Lectures daily from 2 to 3 P.M.

BOOKS OF REFERENCE—Miller, Pirrie, Gross, Holmes', Smith's or Druitt's Surgery.

Fee for the Course (six months), $12.

These Lectures embrace the Principles and Practice of Surgery, and Surgical Anatomy. The Course will be illustrated by plates and models, as well as pathological specimens. The use of instruments and the application of surgical apparatus and appliances will be taught. The chief operations will be performed on the Cadaver before the Class.

VII. Theory and Practice of Medicine.

HORATIO YATES, M.D. (Physician to the General Hospital), PROFESSOR.

Lectures daily from 3 to 4 P.M.

CLASS BOOK—Wood's practice of Medicine. BOOKS OF REFERENCE—Tanner's, Aitken's, and Flint's Practice of Medicine.

Fee for the Course (six months), $12.

VIII. Obstetrics and Diseases of Women and Children.

MICHAEL LAVELL, M.D. (Member of the Medical Council of Ontario, Physician to the Penitentiary and General Hospital), PROFESSOR.

Lectures daily from 4 to 5 P.M.

BOOKS OF REFERENCE—Ramsbotham's, Churchill's, or Tyler Smith's Midwifery, Thomas or Churchill on Diseases of Women, Tanner on Diseases of Children.

Fee for the Course (six months), $12.

Ample opportunities will be offered to the Students for studying this important branch practically. The Students will be arranged in classes to attend the Obstetric practice of the Hospital, and Clinical Lectures on the diseases of Women and Children will be delivered once a week.

IX. Chemistry and Practical Chemistry.

N. F. DUPUIS, M.A (Professor of Chemistry, Queen's University), PROFESSOR.

Lectures daily from 5 to 6 P.M., illustrated by diagrams, tables, apparatus and preparations. Experiments daily.

BOOKS RECOMMENDED—Fownes' Manual of Chemistry, Roscoe's Elementary Chemistry.

Fee for the Course of Lectures (six months), $12.

PRACTICAL CHEMISTRY.—A systematic course of testing and separation of bases and acids is gone through, with special processes applicable to Medical Chemistry and Toxicology. Instruction is also given in manipulations, in the use and fitting up of apparatus, and preparation of reagents.

X. Practical Anatomy.

HERBERT J. SAUNDERS, M.D., M.R.C.S., ENG., DEMONSTRATOR.

Daily Demonstrations on the recent subject.

BOOKS FOR USE IN DISSECTING ROOM—Ellis's Demonstrations or Wilson's Dissector.

Fee for each Course of Anatomical Demonstrations and use of the Dissecting Room (six months), $6.

By an Act of Parliament the bodies of convicts dying in the Penitentiary are given for Anatomical purposes. This gives to Kingston very great advantages for the study of Practical Anatomy.

The Hospital.

The Kingston General Hospital may be attended by Students during their whole period of study, by one payment of $4 at the commencement.

The Hospital has accomodation for 150 beds. The recently erected "Watkins Wing" contains a very large and commodious Clinical Lecture Room and Operating Theatre, so arranged as to afford an opportunity to all students of simultaneously witnessing the operations.

The Lectures on Clinical Medicine and Clinical Surgery will be delivered in the new Theatre of the Hospital. Fee entitling to attendance on both Courses, $6.

Prof. DICKSON, Lecturer on Clinical Surgery.

Prof. H. YATES, Lecturer on Clinical Medicine.

Students will also have the privilege of accompanying the Professor of Surgery in his daily visits to the Hotel Dieu Hospital.

☞ The corporation of the Royal College of Physicians and Surgeons of Kingston possesses advantages and facilities for imparting a thorough and practical training in the different branches of Medical Science unsurpassed by any other College in British North America.

Requisites for Graduation.

The Matriculation and Curriculum of this College are identical with all Colleges in Canada, as prescribed by the Medical Council.

The examinations for Matriculants and for the Medical Council will be conducted in the College Buildings by the Rector of the Kingston Grammar School on the first Tuesday and Wednesday of January, April, July, and October of every year, and will embrace the following subjects, viz : COMPULSORY—English Language, including Grammar and Composition ; Arithmetic, including Vulgar and Decimal Fractions ; Algebra, including Simple Equations ; Geometry—First two Books of Euclid, Latin Translation and Grammar, First Two Books of Cæsar's De Bello Gallico, and one of the following subjects—Greek, French, German, or Natural Philosophy, including Mechanics, Hydrostatics, Pneumatics.

Graduates and Matriculants in Arts in any University in Her Majesty's dominions are not required to pass the Matriculation Examination. Evidence of having passed a Matriculation Examination in any of the Medical Institutions of Canada prior to July 19, 1869, will be accepted.

The Candidate for the Degree of the University or Diploma of the College must have completed a period of four years' study, and have given regular attendance on full courses of instruction in the following branches of Medical Science for at least three Sessions. In the case of Graduates in Arts or those who have spent a year's pupilage in the office of a Medical Practitioner, a period of three years only will be required.

The Candidate must have given regular attendance on Full Courses of Instruction in the following Departments for the periods stated :

I. Principles and Practice of Surgery..........	
II. Theory and Practice of Medicine............	
III. Obstetrics & Diseases of Women & Children	
IV. Institutes of Medicine.....................	Two Full Courses of six months each.
V. Anatomy..................................	
VI. Chemistry...............................	
VII. Materia Medica, Therapeutics and Pharmacy	
VIII. Practical Anatomy	
IX. Clinical Surgery..........................	Two Full Courses of three months each
X. Clinical Medicine.........................	
XI. Medical Jurisprudence....................	
XII. Practical Chemistry.......................	One Course of three months.
XIII Botany..................................	
XIV Hospital................................	Twelve months.

The above course of study may have been pursued either wholly in this College, or partly here and partly in some other recognized Medical School. In the latter case at least one full session must have been spent in this College, with attendance on at least four of the above six months courses.

Certificates of attendance on Lectures are received from incorporated Medical Schools in the British dominions, and others recognized by the British Universities and licensing Colleges. Other certificates of attendance on Lectures may be admitted at the discretion of the Faculty.

All Students shall present evidence of their having compounded medicine for a period of twelve months, or for two periods of six months each, in the office of a regularly qualified Medical Practitioner. And they shall present evidence of having attended not fewer than six cases of Midwifery,

Every Candidate must deliver, before the 15th of February of the year in which he proposes to graduate, to the Registrar of the College, a Declaration under his own hand that he is twenty-one years of age, or that he will be so before the day of graduation, accompanied by a certificate of good moral character, a statement of his medical studies, with proper certificates, and a Thesis, composed by himself and in his own handwriting, to be approved by the Faculty.

Each Candidate is examined both in writing and viva voce—first on Chemistry and Toxicology, Anatomy, Institutes of Medicine, Materia Medica and Therapeutics and Botany—these subjects constituting the PRIMARY EXAMINATION; secondly, no Surgery, Theory and Practice of Medicine, Medical Diagnosis, Medical Jurisprudence, Obstetrics, Clinical Medicine and Clinical Surgery, and Practical Surgery, which are the subjects of the FINAL EXAMINATION.

Students ready to submit to the Primary Examination, that is, to an examination on the first division of these subjects, at the end of their third year, may be admitted to examination at that time. The Final Examination, embracing the second division of subjects, shall not take place until the Candidate has completed his fourth or last Session.

Requisites for the Fellowship.

Before being admitted to ths Professional Examination, the Candidate must produce evidence of being a Graduate of Arts, or undergo an examination equivalent thereto, and of having been engaged in the practice of the profession at least five years.

The Fee for the Diploma of Licentiate of the College is $20; for the Degree of M.D., $30; for the Fellowship of the College, $50.

Board can be obtained in Kingston at from $2.50 to $3 a week.

Any additional information may be obtained on application to the President or Registrar.

Kingston, July, 1873.

Queen's University, Kingston.

THE COLLEGE SENATE.

Very Rev. WILLIAM SNODGRASS, D.D.,
　　　Principal and Primarius Professor of Divinity.

Rev. JOHN B. MOWAT, M.A.,
　　　Professor of Oriental Languages, Biblical Criticism, and Church History.

Rev. JAMES WILLIAMSON, M.A., LL.D.,
　　　Professor of Mathematics and Natural Philosophy.

Rev. JOHN H. MACKERRAS, M.A.,
　　　Professor of Classical Literature.

NATHAN F. DUPUIS, M.A., F.B.S., Edin.,
　　　Professor of Chemistry and Natural History.

Rev. GEORGE D. FERGUSON, B.A.,
　　　Professor of History and English Literature.

JOHN WATSON, M.A.,
　　　Professor of Logic, Metaphysics, and Ethics.

Secretary---Prof. Mowat,

Registrar---Professor Mowatt.

Examiner in Matriculation in Medicine---Samuel Woods, Esq., M.A.

SESSION 1873-74.

The Thirty-second Session will begin on the FIRST WEDNESDAY (1st) OF OCTOBER NEXT. Matriculation Examinations will commence on the day after.

The Calendar for 1873-74 contains full information on Subjects of Study, Examinations, Graduation, Fees, Scholarships, &c. Copies may be obtained on application to the Registrar.

EDUCATION AND LIFE.

AN ADDRESS

Delivered at the Opening of the Thirty-second Session of
Queen's University, Kingston, Canada,

BY

JOHN WATSON, M.A.

Professor of Logic and Ethics.

ADDRESS.

It is an opinion somewhat widely diffused in this country that the higher education, which it is the special object of such an institution as this to give, is only useful to those who are about to enter upon a professional career. It may be of importance to those who are to be placed in a sphere of life which demands at least a moderate amount of scholarship, to spend a number of years at a university, but for those who are to be engaged in the practical work of life such a training is unnecessary; it ranks at best no higher than a graceful accomplishment, and may therefore—perhaps advantageously—be dispensed with. It may be fit and proper that the clergy should have a classical education, so that they may be enabled to avail themselves of whatever new light the original documents shed upon the scriptures, and to consult those early Christian writers who made the Latin tongue the vehicle of their thoughts; it may be advisable for students of law to study that wonderful system of jurisprudence, which was won for us by the experience and sagacity of ancient Rome, in the language in which it was written; medical men may find it of advantage to have a tolerable acquaintance with Latin, and some knowledge of Botany and Chemistry, as well as of those subjects which are more directly connected with their common duties; but for non-professional men, who have to deal with the practical affairs of life, such a training is quite superfluous. A good commercial education, in fine—such an education as is supplied by the public schools—is the best preparation for an active life

of business, and no other is requisite or beneficial. That this is substantially the theory held by a large number, either tacitly or openly, is evidenced by the conspicuous absence from our universities of all, or almost all, except those who are destined for one of the learned professions.

The assumption that underlies this way of thinking is, that the proper discharge of a particular office is all that can be demanded or expected of any one, and, as a consequence, that no education other than what is required for this end is needed. But, in the first place, is not this pre-supposition incompatible with the conditions of life as they exist in a civilized community? And is not the theory of education based upon it therefore untenable? If it can be shown that society, as at present constituted, would fall to pieces if we granted the validity of this view, we cannot but suspect that the conception of life it involves is fundamentally imperfect, and the superstructure raised upon it weak and unsafe. If it is impossible to exist in a state without being more than a mere instrument of business, and therefore without some extra-technical knowledge, we must conclude either that modern society is based upon an essentially false principle, or that the theory is itself radically unsound. And, secondly, even if such a theory is capable of being practically carried out, we must still ask whether the fulfilment of its conditions is really desirable and fitted to secure the highest good of mankind.

Is it possible, then, let us ask, for men living under the complex civilization of modern times to limit themselves entirely to their practical avocation in life? The very asking of this question is almost sufficient to show that only a negative answer can be given. I shall not insist upon the evident fact that the existence of the family and the responsibilities it entails is an essential condition of modern society, and that this of itself involves relations distinct from those of business. It is of more importance for our present purpose to point out that there are social and political duties from which we can only escape by giving up life itself. As citizens we must interest

ourselves, directly or indirectly, in the welfare of the community to which we belong. As members of the state we are necessarily, from the very nature of our representative government, immediately interested in the prosperity of our country. And, as no civilized nation can now live the isolated life which was possible in ancient times and under a simpler order of society, we must enlarge our field of view so as to take in the condition of mankind at large. A thousand questions of the utmost importance, and of a character so intricate as to require the most cautious consideration and the most finely balanced judgment, are thus continually pressing themselves upon our notice and demanding a rational answer. It is true that we may throw our individual responsibility upon others, but in so doing we act in a way that, if universally carried out, would either lead to a despotic form of government or to the direst anarchy and confusion. It is evident, therefore, that modern society could not exist if the assumption that man's duties are bounded by his peculiar avocation were consistently acted upon. And if the progress of civilization has entailed upon all the responsibility of taking a personal interest in those subjects which affect the common weal, the importance of correct views on such topics is clearly undeniable. In a country in which government is practically vested in the people, whose representatives act in accordance with their wishes, the only means of securing a thoroughly wise legislation is by the possession and exercise of a high intelligence by the people. Let statesmen be ever so wise, they cannot act in direct violation of the will of their constituents. They may, and often do, take the lead in the reform of abuses, but only those of them who take pains to make themselves acquainted with the prevalent opinions of the country, or who have the faculty of foreseeing the point towards which public feeling is insensibly drifting, can hope to bring forward measures which will find general acceptance and be productive of beneficial results. The prosperity of a country, therefore, it may be stated broadly, is measurable by the collective wisdom of its people. If they are

apathetic and indifferent in regard to questions of public importance, the nation sinks into a contemptible obscurity; whereas a strong and healthy interest in such questions is at once the evidence and the cause of ever-increasing prosperity. Now, can a high public intelligence be produced by a merely technical training? Evidently not. As a matter of fact, an exclusively technical training is inevitably hostile to wide and liberal views; tending as it does to superinduce a host of personal or class prejudices. This distortion of judgment clearly requires to be counterbalanced by a kind of education, which, by widening the field of observation, will generate the habit of considering, in all cases, not merely what seems most beneficial to one's self, or even one's country, but what will conduce to the elevation of the race. What is the best mode of providing this antidote to narrowness of judgment I shall afterwards enquire. Enough has been said to show that purely technical knowledge is impossible without an entire revolution of the present order of society. Men are compelled to form judgments upon questions that have no evident connection with their ordinary work in life; and unless we are prepared to say that, while it requires a special training to form correct judgments in regard to business matters, the decision of the still more complicated questions of social and political life may be safely left to chance, we must admit that some kind of liberal education is essential for the fit discharge of those duties which a man owes to his fellow-citizens, to his country, and to the world. The choice forced upon us really is, whether the settling of grave and important questions is to be left to accident and caprice, or whether wisdom does not counsel us to adopt the more rational course of so developing the intelligence of the country as to render habitual a liberal and far-reaching method of thought. Which of these alternatives it is right to accept, no one can for a moment doubt.

Starting from the assumption that modern society rests upon sound principles, we have seen that a training other than technical is essential to the general welfare; and I shall now

endeavour to show, by a closer investigation into the relation of education to life, that the theory, which assumes that the only object of education is to fit each man for best discharging his peculiar avocation, implies a totally false conception of human existence. It is an indisputable fact that all those characteristics which go to make up an advanced civilization— organized industry, liberal institutions, high intellectual and moral life—are displayed in their greatest perfection by the Teutonic races. We might almost conclude, therefore, without further investigation, that the zealous cultivation of trade and commerce naturally developes the various powers of man to a high degree of perfection. We do not, however, require to content ourselves with this rough generalization, which might after all be fallacious; we can discover the reason as well as the fact. A comparison of modern society with the condition of man in his lowest stage shows that in the former there is a remarkable degree of complexity as compared with the latter. Men are now drawn into much closer relations, and are more dependent upon each other, than in a more primitive mode of life. The savage who lived by hunting and fishing was almost entirely independent of others. He was only moved to activity by the cravings of natural appetite, and as soon as these were temporarily allayed he relapsed into a state of apathy and indolence. His wants being almost purely animal, and his desires of the simplest kind, he was able to unite in his own person those numerous occupations which are now required to supply the necessities of life for even a single person. It is true that even at this earliest stage absolute independence was impossible. Children had to be nourished until they were capable of providing for their own wants, and thus the germ of the family relation was implanted; while the necessity of seeking the help of blood-relations for defence against enemies tended to knit men together into tribes. But, with these exceptions, the savage was independent of others. This simple mode of life is now completely altered. We are dependent in a thousand ways upon others for our daily sustenance, as well

as for those many comforts and requirements, without which we can hardly conceive of life as even tolerable. Is this state of things more truly beneficial than that simple mode of life which partially survives amongst existing savage tribes? It undoubtedly is; nor is the reason far to seek. It is only by mutual dependence upon each other that the best powers of men are called forth into exercise. Wide-spread industry tends to eliminate purely self-referent interests; by bringing men into more intimate relations with each other, it generates that mutual trust and confidence which result in a healthy tone of public morality. The individual freely contributes his share of labour for the good of the whole, and is rewarded by finding that he has himself unexpectedly gained in the elevation of his own nature. The seeming sacrifice of independence is really the condition of the only independence that is worth having. Compare the condition of a baron of the feudal times with that of his modern representative, and you cannot fail to be struck by the contemporaneous development of industrial arrangements and social morality. The principle of feudal times was that only by an elaborate system of defence, and by continual vigilance, could life and property be protected, and that it was vain to expect men to work for the benefit of others except under the influence of constraint and fear. The baron had his moated castle, with its secret passages and dungeons, its drawbridge and portcullis, its men-at-arms and sentinels; while he had a rooted conviction that he could have his wants ministered to only by the keeping of serfs. And yet the peer of to-day is more secure, without any defensive appliances, than the baron with his embattled tower, and better served by free labourers than he would be by the enforced toil of serfs. With the development of social industry has grown up mutual trustfulness between all ranks and classes; with the liberation of the masses, greater energy, industry and unselfishness. Carlyle, indeed, has said that the principle of modern society is "freedom, without bond or connection except cash payment," while in feudal times men were united by the "bond of honour."

Against this implied inferiority of these, as compared with past times, I emphatically protest. The so-called "bond of honour" was in reality a bond of *force*. The feudal lord was perpetually at war with his neighbours, and had to guard continually against the treachery of inferiors; his vassals were for ever quarrelling amongst themselves. Nor is it one whit truer that cash payment is now the only bond of connection; the real *nexus* is commercial honesty and trustworthiness—a kind of "honour" infinitely higher than the sulky submission of a baron to his suzerain, or the stupid obedience of a serf to his feudal lord. It is true that this mutual trust, which is the very condition of an industrial system, opens up the way for a violation of faith; but this is the exception and not the rule, or society could not exist for a single hour. It took the world some thousands of years to learn the lesson that the good of all classes is best secured by the freedom of each. The principle of ancient as of medieval society was that the forcible subjection of the lower classes is essential to the well-being of the upper; the industrial system of to-day assumes that higher results are attained by free contract and voluntary labour. So long as the lawful claim of every man to be free was denied and set at naught, human nature was cramped and impeded in its natural development; with the recognition of the inalienable right of freedom, a new state of things was inaugurated, which, although to this day it admits of indefinite improvement, must for ever remain the basis of all future progress. The ultimate justification of an industrial system is therefore really a *moral* one. Any theory which would resolve it into some principle lower than this—the production of the essentials, the comforts and the luxuries of life, the accumulation of wealth, or any similar end—is essentially false, because it fails to gauge the actual or possible nobility of human nature. The satisfaction of our needs! the delectation of our tastes! Man certainly has by nature such cravings, which he instinctively seeks to gratify. But that he has any right to such gratification depends entirely upon whether his higher nature demands it or

not. His higher nature does so ; and herein lies the justification of the ministering to needs and tastes and pure pleasures ; herein lies the justification of an industrial system, which, springing at first from our lower nature, is found to minister to our higher. Whatsoever aids man in purifying the lower and selfish part of his nature, and in reaching up to his full intellectual and moral stature—that has a right to exist ; all else will ultimately, by the law of the universe, perish and drop into nothingness. Let it be shown that the simpler life of primitive society produced more perfect men, and it would be our duty to set about destroying the products of long centuries and of the toil of millions—our skilfully constructed machinery, our noble buildings, our wide-reaching commercial arrangements, and to return to the huts and rude life of savages. We cannot, however, thrust back the tide of civilization to its source ; and that not merely because we are too indolent to throw off the habits of modern life, but because, having emerged into a purer atmosphere and a clearer light, we cannot go back to the rude and stifling abodes of our forefathers. The industrial life of modern times, with all its imperfections, is more fitted to nourish and develop the intellectual and spritual life of the individual, and to foster a high tone of public morality, than any other ; and in this alone lies its right to exist.

The principle which we have discovered to be the true end of practical life—the principle that society, in its industrial aspect, exists for the purpose of evolving the mental and moral and spritual powers latent in human nature—is also the key to a true conception of education. One of the greatest of ancient philosophers, with that wonderful insight into human life for which he was distinguished, sketched an ideal State, the ruling idea of which was that all its energies should be directed towards the physical, intellectual and moral training of its members. And not only did Plato rightly view the state as one vast educational establishment ; he also saw that, if it is to be as nearly perfect as the inevitable failings of humanity

will allow, there is required some special training of a theoretical kind, in addition to that afforded by a life of industry. For while practical life is undoubtedly essential to the wellbeing, at once of the individual, of society and of the race, it leaves much of our nature undeveloped ; and in so doing really tends to its deterioration. The mind of man is of such a nature that the absence of what is essential to its highest perfection produces a proportionate degradation in other respects. What is not for it is against it. If it is not trained in the proper direction, it inevitably seeks a downward path for itself. If it is not filled with great and ennobling thoughts, it will seek to find satisfaction in what is mean, and petty and evanescent. The fundamental mistake of a purely technical education is, that it tends to concentrate the mind upon what is exclusively personal, and thus to warp the judgment by a variety of prejudices. And this is especially the case with those who are engaged in commercial affairs. The members of the learned professions, while they are by no means freed from the danger of narrowness of thought, find a certain safeguard against it in that breadth of view which all intellectual labour has a tendency to foster. It is otherwise with those devoted to business, where the temptations to indulge in inordinate self-interest are peculiarly strong ; and hence they, above all others, require such a training as will counteract this unhappy bias. What is needed is an education other than practical life supplies, which, by raising the mind above purely personal or class interests, and fixing it upon more impersonal subjects, will generate a love of all that is fitted to elevate mankind, and to hasten on the progress of humanity. Men, if we will properly consider it, fall into errors of judgment not so much from imperfect reasoning, as from the want of a sufficiently commanding point of view and of a more comprehensive sympathy. It is vain to say that unselfishness is a thing of the heart and not of the head. This is true in a certain sense, but not in any way that affects the present argument. It is undeniable that culture sometimes serves no better purpose, than to

minister to personal vanity or to promote self-interest. But just as social industry is not a curse because it renders dishonesty possible, so neither is education to be decried because it is some-times abused. Ignorance has an inevitable tendency to foster evil, and it may be doubted whether well-meaning but foolish persons do not produce as disastrous effects upon society as the deliberately vicious. The absolute division between the head and the heart, the mind and the soul, so frequently made, is a false and pernicious one. The two are so inseparably united, and so act and re-act upon each other, that an imper-fection in the one leads to a corresponding imperfection in the other. Crude, hap-hazard notions lead to social confusion and disorder; a rational and scientific way of thinking to order and prosperity. If the choice really lay between the pious although ignorant and the cultured but vicious, there is no right-feeling person who would not prefer the former. But the real question is whether the interests of society will be best promoted by an intelligent and cultured people or by a prejudiced and unlettered mob. It is impossible, as we have already seen, to escape from the duty of forming judgments on those many questions that affect the welfare of the community; and when it becomes a question whether the most important topics are to be dealt with in a rational and comprehensive way, or left to the mercy of chance and prejudice, who can hesitate for a moment as to which of these alternatives he will accept?

Now it is the peculiar glory of the training which it is the office of a university to supply, that it is eminently calculated to counterbalance the prejudices attendant upon practical life, by generating the habit of taking a wide survey of human life and action. A brief consideration of the nature of the studies comprehended in our curriculum will make it abundantly evident that they are fitted to liberate the mind from the limiting influences of a purely technical education, and to appeal to the universal side of man's nature. The subjects by which such an institution as this seeks to assist those who sincerely wish to gain the priceless treasure of truth, are natur-

ally divided into three classes—natural science, philosophy and philology. Very little need be said in regard to the importance of physical science. However much so-called "practical" men may be disposed to undervalue other departments of knowledge, here at least the immense advantages are too palpable to be overlooked. Without the apparatus which science has placed at our disposal—our ships, railroads, machinery, telegraphs— civilization would have stopped centuries ago. What a wide interval is there between the feeble powers of reckoning of primeval man and the intricate demonstrations of Euclid! From Euclid and Archimedes to our own times—nay, from Kepler and Newton to Herschel and Faraday—what brilliant discoveries have testified to the nobility of the human intellect, and opened up worlds of beauty and grandeur, beside which the first vague imaginations of an earlier time are flimsy and superficial! A contemplation of the gradual but steady progress made from the first crude notions of the untutored man, who cowered in fear and trembling before the unintelligible moods of Nature, to the calm, reverential knowledge now possessed of the inner necessities which regulate her aspects, cannot fail to afford a perennial source of wonder and delight. We are sometimes called upon to bow before the sublimity of the universe as shown in the countless worlds that lie on the bosom of illimitable space; but, awe-inspiring as this spectacle is, do not the changeless laws by which those mighty orbs are indissolubly linked together and move in ordered harmony and majesty, teach a lesson nobler still? Can any consideration of the mere number of the stars awaken such an exalted feeling as the perception that the tiniest globule of dew that glitters in the sunlight is the centre of a circumference of forces too vast to be limited or imagined? Although science turns away from the infinite variety of form and colour, and the beautiful play of light and shade, which nature presents to the eye of sense, it reveals a beauty of another and higher kind— the stern beauty of thought, of order and law, of harmony and system amidst seeming disorder and incoherence. And, as the

boundaries of science are pushed ever further and further back, with what new delight does the student of nature discover that sciences, believed to be disconnected, complement and harmonize with each other, and that laws which seemed at first distinct, are but divergent instances of a higher law! Nor are the advantages of the study of nature intellectual merely. Science not only impresses upon us how wonderfully all nature hangs together, and thus enlarges our view beyond our own petty domain, but it assists in teaching us the all-important lesson of self-sacrifice. The scientific discoveries that have made man the lord, instead of the slave, of nature, are the result of no fortunate stumbling upon truth, but of the most painstaking and sedulous inquiries ; for only those whose unswerving devotion has proved them to be worthy are permitted to lift the veil of nature. The illustrious discoverers, who have done so much to benefit their race, had to give up repose and ease for severe mental toil, and—what is much more difficult—to surrender long-cherished opinions and prepossessions at the demand of truth. He who seeks, with singleness of purpose, to discover the secrets of nature, must throw aside all fancies and guesses that will not harmonize with fact, however long and fondly he has cherished them. He may " scorn delights and live laborious days" in the eager desire to verify a favourite hypothesis, and, finding after all that he has not seized the right clue, be compelled to begin his labours afresh. If we consider all the sacrifices which have thus been made by men who so yearned for truth that no false glare could induce them to swerve from their direct path, surely we at once gain high views of life, purify our minds by contact with genuine nobility, and learn the moral lesson that "we are made perfect through suffering !"

The study of the outer world is one great means of developing and strengthening the intellectual and moral powers ; but, marvellous as are the wonders it discloses, it is insufficient to satisfy all the cravings of the human mind. The progress of natural science is at the same time the development of thought.

In interpreting visible things, we reason by certain processes, and make use of certain intellectual forms; and the time inevitably comes when these processes and forms are made the object of special investigation. Man is to himself the centre of all things. Within him is a world of thought that mirrors the forms and laws of external nature, and a world of feelings and desires, that join him by spiritual bonds to his kind, and aspirations that finite and temporal things are insufficient to satisfy. He cannot search into the nature of thought without finding that he is more closely related to the outer world than he at first supposed; he cannot study his social sympathies without perceiving that deep in his spiritual nature lie the impulses which give rise to society, and lead to the consciousness of moral obligations; nor can he adequately explain his noblest longings without tracing them up to their source in the Infinite. The origin of philosophy lies in the felt necessity of obtaining some solution of the problems thus opened up. "The Philosopher," as Goethe remarks, "is he who stands in the centre; to him the lowest must ascend, and the highest come down." The rudiments of those fertile studies, whose end is to discover the relation of man to the world, of the individual to society, and of the finite to the infinite, are dimly perceptible at a very early stage of civilization. And as the physical wants come to engross less attention, the feeble consciousness of man awakens to higher life, and his nature, duties and destiny become all-absorbing topics. In the oldest written documents of the race we find deep glimpses into truth curiously interblended with fantastic imagery and puerile superstitions. But at length thought begins to predominate over fancy, reason to usurp the place of imagination; and henceforth philosophy, having learned her true mission, advances without interruption on her onward course. Here, also, as in the realm of natural science, we learn how one generation of thinkers prepares the way for the next. The history of successive systems is not, as is sometimes averred, a record of repeated failures; contemporaneously with the progress of the race, philosophy makes ever nearer

approaches to truth. No one who has gone over the field with that zeal and devotion which a love of truth always inspires, but has found himself enriched by more elevated views of human life, attuned to higher reverence, and imbued with deeper and more comprehensive sympathy.

Hand-in-hand with the development of thought and civilization goes the improvement of language in definiteness, depth and luxuriance. The study of the language of a people is at the same time a study of the thoughts, feelings and motives that sway and govern it. For thought and language are so intimately connected as to be almost inseparable. Without the faculty of embodying our ideas in words, we should be unable to rise above the simple sights and sounds of nature to comprehensive views of human life. Thought is the soul, language the body; and both are essential to the evolution of the powers latent in human nature. As civilization increases, as thought becomes more and more definite, language becomes ever more precise and specific. Ideas that at first hung in a wavering, nebulous mist, settle into shape, and the symbols of those ideas also obtain greater clearness and definiteness. It is this symbolical power of speech which constitutes its essential value as an instrument of human progress. But, like all kinds of symbolism, language brings with it a peculiar danger. It is a characteristic of the symbol that, when it has once come into existence, it is exceedingly tenacious of life; so much so that it clings to existence even after the thing it represents has passed away. When this takes place it becomes a hindrance instead of an aid. Of all kinds of symbolism, language is peculiarly liable to this imperfection. Certain distinctions, of great importance at a given time, and expressing the highest intellectual advance then made, are embodied in words; and henceforth it is practically assumed that the ideas conveyed by those words are placed beyond the region of doubt and criticism. Even after it has become apparent to the few that those ideas are imperfect, and must give place to higher notions that embrace and transcend them, the majority cannot be made to

understand, or only with the greatest difficulty, that distinctions which have become imbedded in popular language may require to be surrendered at the bidding of maturer reflection. This tyranny of language needs to be guarded against; and in what better way can this be done than by studying the speech of peoples of a past age, who are so far removed from the general habits, modes of thought and principles of judgment of our own time that we are compelled to re-think, at every step, the ideas their language was intended to convey. Nor is this awakening of earnest, critical thoguht, the only advantage derivable from the study of language. Philology unites with science and philosophy in pointing to the essential unity of all mankind, showing how nations dwelling far apart, and the most diverse in habits, customs and ideas, are bound to each other by the ties of kinship, and how the influences of the remote past are working themselves out in the private and social life of to-day. It is of no mean importance to be enabled to reproduce, with vividness and clearness, the ideas and feelings and deeds of long-vanished generations, who have helped us onward to all of good we now possess. It was by dint of hard toil that they won for themselves those principles of practice, polity and social justice, which to us seem self-evident because of our familiarity with them. This is especially true in regard to those two nations of antiquity which, more than any other, have made us what we are. What science or art is there whose origin or improvement is not due to Hellenic culture? What system of legislation which does not owe its perfection to the basis laid by imperial Rome? To estimate aright the great men of our own land, we must study the masterpieces of poetry, oratory and history saved from the splendid wreck of ancient Greece and Rome. The study of language is, therefore, of the utmost importance; and the wonderful discoveries in philology, made within the present generation, render it doubly so. Recent investigations have shown that the languages spoken in the larger portion of Europe are traceable to the East. It is becoming more and

evident that the unity of man may be traced to ages the most
remote. Languages which had apparently dropped into eternal
silence have again become vocal, and disclosed the doings,
thoughts and aspirations of men who sank to rest five thousand
years ago. In the light of these facts who shall deny that the
history of language, like the discoveries of science and the
speculations of philosophy, are eminently fitted to strengthen
the intellect, expand the sympathies, and elevate the moral
nature of man?

The inference to which the foregoing considerations legiti-
mately lead will have already suggested itself to you. The
notion that man must be regarded solely as an instrument for
the discharge of a particular office has been shown to be incom-
patible with the true dignity of human life. In addition to
this narrow and limited side of man's existence, there is a more
comprehensive and universal aspect under which he must be
viewed. He is not only a member of the state, who has a
peculiar work to perform; there is also a side of his nature
which belongs to him simply as a member of the human race.
The various appliances of life appeal either to the particular or
the universal side of his nature; practical life more to the former,
theoretical more to the latter. Both are indispensable for the
education of man's complex nature, for the evolution of those
intellectual, moral and spiritual qualities which it is the aim of
human existence to raise to their highest excellence. In view
of this wide and comprehensive view of human thought and
action, there is no distinction of persons; and nothing would
more tend to the higher elevation of the individual, and the
quickened advance of the race, than the participation of all
men in liberal as well as technical education. I see no pros-
pect of a speedy fulfilment of this desirable object. Until there
is some readjustment of the relations of capital and labour, or
until the right of every member of the State, whatever his
rank or condition may be, to the advantages of the highest
existing education is recognized, we must content ourselves
with an approximation to the ideal of society I have attempted

to set before you. But surely we might, even in the necessarily imperfect state of society that now exists, come nearer to this ideal than we have hitherto done. Many are excluded from the advantages that a liberal training is fitted to impart, and which almost nothing can afterwards counterbalance or replace, because public opinion has not yet risen to a conviction of the importance of the problem. That this state of things will pass away, and with it much of that immaturity of opinion on great questions which it were vain to deny, I confidently anticipate.

You, gentlemen, to whom glimpses into subjects of great interest and importance are opened up by the range of studies here placed at your disposal, may well feel grateful for the privileges you enjoy ; and it remains with you to decide whether they shall be the source of perennial satisfaction to yourselves, and of blessing to others, or whether at the end of your course you shall look back to misspent time with vain regret. You have the option of leading a life of self-indulgence and inertness, the result of which will be a permanent loss of self-command and a gradual deterioration in character, or of manfully facing those unwelcome difficulties which lie in your path, but the overthrow of which will instil into you increased strength and vigour. One of the greatest writers of this century has said that in all God's universe there is no room for a single idle man ; and of this you may be assured that, whatever your future walk in life may be, zealous and conscientious toil will bring with it its own exceeding great reward. Be not misled by the stupid fallacy that your failure in duty will be hurtful only to yourself. No man liveth to himself—no man dieth to himself. The influence for good or evil which each of you may exert upon others is incalculable. You are at an age when you may, in great measure, choose what your future life will be—whether it will be the noble life of a Christian and a man of culture, or the purposeless existence of the self-indulgent and ignorant ; whether you will be enlightened guides and counsellors of others, or blind leaders of the blind.

"The future hides in it
Gladness and sorrow ;
We press still thorough,
Nought that abides in it
Daunting us,—onward.

And solemn before us,
Veiled, the dark Portal,
Goal of all mortal :
Stars silent o'er us,
Graves under us silent !

While earnest thou gazest
Comes boding of terror,
Comes phantasm and error,
Perplexes the bravest
With doubt and misgiving.

But heard are the Voices,—
Heard are the Sages,
The worlds and the Ages :
'Choose well, your choice is
Brief and yet endless :

Here eyes do regard you
In eternity's stillness;
Here is all fulness,
Ye brave to reward you ;
Work, and despair not."

REPORT OF THE TRUSTEES OF QUEEN'S COLLEGE.

To the Reverend the Synod of the Presbyterian Church of Canada in connection with the Church of Scotland.

In their report to the last meeting of Synod the Trustees expressed their apprehension that the ordinary expenditure this year would be in excess of the revenue. This would certainly have been the case but for a donation of £200 stg. ($968.89), the second of the same amount, within two years, most generously placed at our disposal by the Colonial Committee of the Church of Scotland. It appears from the Treasurer's financial statements, herewith submitted, that the revenue has been, by $531.44, more than equal to the demands made upon it, although a sense of duty constrained the Board to increase the current expenditure, by raising the salary of Professor Dupuis from $1000 to $1400. It will be seen from statement No. 1 that the general expenses, exclusive of salaries, amounted to only $711.82.

The total amount collected under the Endowment Scheme is $100,409.46. This includes $6669.84 received for revenue, and $827.05, disbursed for expenses in prosecuting the Scheme. The whole sum realized for capital is, therefore, $92,912.57, which is subject, as noticed in the two last preceding reports, to a debt of $7807.90, incurred by meeting deficits in revenue for the years 1869-71.

Although the College is not now labouring under the pressure of pecuniary embarrassment, its financial position cannot, by any means, be said to be easy. The curtailment of ordinary expenses, for some time unavoidable, cannot without detriment be any longer continued. It is impossible, without borrowing, to which the Trustees are averse, to introduce any of the numerous improvements which appear to them to be desirable. Apart from the augmentation of salaries, a subject which claims serious attention, funds are required for apparatus of various kinds, for the fitting up of the Library and adding to its contents, for improvements in the Convocation Hall and on the grounds around the College, while a separate building for a gymnasium and place of resort, to be used by the students during vacant hours or intervals between classes, would be a very great convenience and advantage. The formation of a prize fund is also an object to be aimed at, because it might both afford relief to the general expenditure and be the means of procuring prizes of greater value than can be given at present. The Trustees have pleasure in stating that several special donations for class prizes were made by graduates during the past session. To the alumni of former years, now in a position to encourage their successors, this should commend itself as an excellent way of showing their interest in the prosperity and usefulness of their *Alma Mater*, and it is hoped that the spirited beginning which has been made will be largely extended in future years. Having barely mentioned a number of purposes for which money is urgently needed,

the Trustees invite assistance and willingly give their assurance that contributions shall be faithfully expended according to the wishes of donors.

The Trustees have much satisfaction in reporting that through the exertions mainly of one of their number, the Rev. D. J. Macdonnell of Toronto, the valuable services of A. Melville Bell, Esq., formerly Professor of Elocution in University College, London, were secured for several weeks before the Christmas holidays. All the students eagerly availed themselves of Professor Bell's instructions in the art of reading and derived much benefit from them. The arrangement cost $500, but the money was raised in Toronto and Kingston, so that there was no charge to the College on account of it. The Trustees solicit the attention of the friends of the College to the importance of providing for such services in future sessions. It was proposed to have one or two special courses of lectures in the Theological department, similar to those which the General Assembly of the Parent Church, through the liberality of one or two gentlemen, was enabled at its last meeting to institute at the Scottish Universities ; but various causes operated adversely to the success of this proposal. The subject has engaged the attention of the Board and it is hoped that something effectual will be done next session in reference to it.

Mr. John Watson, Master of Arts of Glasgow University, at the beginning of the session entered upon his duties as Professor of Logic, Metaphysics, and Ethics, and his manner of discharging them, the Trustees rejoice to say, has corresponded satisfactorily with his unusually high reputation as a qualified teacher of Philosophy.

James Rnssell, Esq,, of Hamilton, Ontario, has contributed $150 to begin the foundation of a scholarship of the annual value of $50, to be competed for by Matriculants of the fourth year in Arts, at a special examination in writing on the subject of Bible History ; and the unknown, generous friend, in one of the Maritime Provinces, who two years ago sent $400, and last year $200, has this year contributed $200 for the Dominion Scholarship, which, by his request, is open to students in Theology belonging to any Presbyterian Church.

Last year the number of registered students was 39, of whom 23 had the Ministry in view. This year the corresponding numbers are 50 and 29, of whom there were 10 in the Theological Hall. It deserves to be noticed, as being a most unusual occurrence, that of the undergraduates of 1871-2 none failed to return this session. In the affiliated Institutions, namely, the Royal College of Physicians and Surgeons and the Kingston Collegiate Institute, the numbers in attendance are respectively 50 and 82.

All which is respectfully submitted, in the name and by the appointment of the Board of Trustees.

JOHN HAMILTON,
Chairman.

Queen's College, 24th April, 1873.

No. 1—STATEMENT OF ORDINARY REVENUE AND EX-
PENDITURE OF QUEEN'S COLLEGE AT KINGSTON,
FOR THE YEAR ENDING 10TH APRIL, 1873.

REVENUE.	EXPENDITURE.		
	Salaries.		
Grant from Colonial Com-	The Principal...$2200 00		
mittee of Church of	Prof. Williamson, 1600 00		
Scotland... ....$1460 00	" Mowat..... 1500 00		
Temporalities' Board 2000 00	" Mackerras.. 1400 00		
Dividends on Bank Stock. 2392 00	" Dupuis..... 1400 00		
Kingston Observatory... 500 00	" Ferguson .. 1400 00		
Fees—Graduation........ 121 50	" Watson ... 1400 00		
Interest on Mortgages,	Registrar & Sec'y		
Government Securities,	to Senate..... 50 00		
Debentures and Bank	Sec'y & Treasurer 400 00		
Deposits 5280 56	Librarian 80 00		
Subscriptions, Donations,	Janitor.......... 300 00		
&c., viz.:			11730 00
Colonial Committee of	Insurance 145 00		
the Church of Scotland,	Repairs 13 68		
£200 Stg......$968 89	Taxes on City		
Canada........ 200 00	Lots.... ..... 28 80		
Interest on sub-	Prize Books 58 44		
scription to En-	Travelling exp's, 20 00		
dowment Fund. 50 01	Advertising 44 54		
1218 90	Printing and Sta-		
	tionery........ 94 97		
	Rent of Janitor's		
	dwelling...... 60 00		
	Tinsmith & Plum-		
	ber work,Oil,&c 18 99		
	Fuel 175 00		
	Cleaning Rooms. 6 40		
	Postages, Tele-		
	grams and sun-		
	dry small dis-		
	bursements.... 25 87		
	Water Rent..... 15 01		
	Line Fence, half		
	expense....... 4 12		
	Search, Registry		
	Office......... 1 00		
			711 82
	Balance (surplus)......		531 14
$12972 96			$12972 96

Queen's College, Kingston, 21st April, 1873.

W. IRELAND, *Secretary-Treasurer.*

Certified as correct, as per separate report.

JOHN KERR,
JOHN CREIGHTON, } *Auditors.*

Kingston, 22nd April, 1873.

No. 2—STATEMENT OF RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF QUEEN'S COLLEGE AT KINGSTON, FOR THE YEAR ENDING 10TH APRIL, 1873.

RECEIPTS.

Balances—Endowment Funds in Merchants' Bank 10th April, 1872	$6911 32		
General Funds in do. 10th April, 1872,	926 35		
		$7837 67	
Colonial Committee Grant, 1872		1460 00	
Temporalities' Board		2000 00	
Bank Dividends, viz. :—12 months dividends on 260 shares Merchants' Bank Stock at 8 per cent $2080 00			
6 months dividends on 6 instalments of 10 per cent. paid on 130 shares of new stock in Merchants' Bank, 4 per cent. on $7800 312 00			
		2392 00	
Interest—On Mortgages $1593 87			
On Bank Deposits 371 19			
On Dominion Stock 594 00			
On Debentures, 1569 13			
On Montreal City Stock 637 00			
From Professors, et al 515 37			
$5280 56			
Less unpaid 293 00			
		4987 56	
Fees—Registration and Graduation		387 50	
Kingston Observatory		500 00	
Scholarships and Prize Essays, as per statement No. 4		1448 25	
Mortgages—Paid by G. Neilson $1000 00			
Thomas Dunn 240 00			
		1240 00	
Rev. A Lewis—Interest on Scholarship		18 00	
Toronto Building Society—Arrears Interest		265 00	
Young Men's Christian Association do.		54 00	
Endowment Fund—Receipts		8380 34	
Subscriptions and Donations to Revenue—Colonial Committee of Church of Scotland, £200 Stg. $968 89			
John Watkins, Esq 200 00			
Interest on Subscriptions to Endowment Fund 50 01			
		1218 90	
			24351 55
			$32189 22

DISBURSEMENTS.

Salaries as per Statement No. 1	$11730 00		
Disbursements as per Statement No. 1	711 82		
		$12441 82	
Fees—Registration, paid Treasurer of Library	196 00		
Apparatus, paid Professor of Natural Philosophy	40 00		
Apparatus, paid Professor of Chemistry	30 00		
		266 00	
Scholarships and Prize Essays as per Statement No. 4		1520 00	
Rev. A. Lewis, paid E. D. McLaren, "Lewis Prize"		25 00	
Students for the Ministry—Class Fees returned		25 00	

Endowment Fund—Travelling expenses, $13 90
Bank Agency...... 0 75
Printing 14 00
Investigating Title. 5 00
Postages 2 44
Transferred to Revenue............ 1218 90
———— 1254 99

Invested in Debentures —
County of Drummond..... 2850 00
Deposited with the T. P. B.
Society 320 00
Paid on account of
130 shares of new
stock as follows :—
10 per cent. prem.
on $13,000........$1300 00
7 instalments of 10
per cent. on $13,000 9100 00
———— 10400 00
In Bank.......... 760 13
Less to be transferred
to General Funds
account 13 46
———— 746 67
———— 15571 66

In Merchants' Bank—General Fund	2326 28		
Add to be transferred from Endowment Fund	13 46		
		2339 74	
		$32189 22	

Queen's College, Kingston, 21st April, 1873.

W. IRELAND,

Secretary-Treasurer.

Certified as correct, as per separate statement.

JOHN KERR,
JOHN CREIGHTON, } *Auditors.*

Kingston, 22nd April, 1873.

No. 3—BALANCE SHEET, SHOWING THE ASSETS AND LIA-BILITIES OF QUEEN'S COLLEGE ON 10TH APRIL, 1837.

DR.

Royal Charter, cost of..................... ....$			3107	37
Class apparatus.............................			3633	92
Library—Expenditure on..............................			3399	68
Furniture account..........................			1429	09
College Premises..............................			41740	61

Bank Stock—

160 shares Merchants' Bank Stock at par..$16000	00			
100 " " " at 7 per cent.. 10700	00			
130 " " " New				
Stock, at 10 per cent. prem.$14300 00				
Less 3 instalments of 10 per cent.				
each, not yet due........ 3900 00				
———— 10400	00			
		37100	00	

Dominion Stock, viz. :—

Leitch Memorial Funds................... $2400	00			
Michie Bequest............................ 2000	00			
College Funds........................... 7900	00			
Prince of Wales Scholarship............. 400	00			
Mowat Scholarship... 200	00			
————		12900	00	

Montreal Public Property Stock........		10010	00

Debentures, viz. :—

County of Frontenac............. .... $3000	00			
Township of Thorah.................... 4000	00			
" " Caledon 3500	00			
" " Mono 3000	00			
" " Brock 2500	00			
" " Eldon 2500	00			
" " Bexley 3000	00			
" " Sommerville 3000	00			
County of Drummond................... 3000	00			
————		27500	00	

Bills Receivable...		600	00

Lands—100 acres W. ½ 19, 2nd Con. Marmora... $300	00			
100 " E. ½ 21, 11th Con. Belmont.... 300	00			
————		600	00	

Jonathan R. Trumpour........................		160	00

Mortgages on Real Estate, viz. :—

A. J. Macdonnell...................... $4586	55	
D. McMillan.......................... 150	00	
T. McMahon.......................... 200	00	
John Morton 400	00	
Samuel Woods, et al, Trustees.......... 675	00	
Small & Livingston.................... 1900	00	
Alexander McIsaacs.................... 175	00	
Archibald Ferguson.... 6000	00	
J. R. Trumpour....................... 4000	00	
Thomas Raworth, Mowat Scholarship.... 450	00	
Jeremiah Foley........................ 1300	00	

Carried forward.. ....$19836	55	142180	67

Brought forward.............$19836 55 142180 67

Alexander Smyth.................	600 00	
J. Jardine, Prince of Wales Scholarship...	300 00	
George Raworth.......	1200 00	
Absalom Greely...	3000 00	
J. L. Silver..........................	400 00	
		25336 55
Archibald Livingston..............................		199 50
Toronto Ladies' Scholarship—3 shares B. Stock.. $300 00		
Kingston " " " " .. " 300 00		
		600 00
Toronto Freehold P. B. and Savings Society....;.........		5020 69
Merchants' Bank Endowment Fund Account............		760 13
Merchants' Bank, General Funds......................		2326 28

$176423 82

CR.

Endowment New Chair in Theology. ....$	1163 22	
Michie Bequest................................	2000 00	
Rev. Alexander Lewis................................	400 00	
Henry Glass, Memorial Scholarship.....................	500 00	
Funds for Investment.............	3022 96	
Bursary Endowment...............................	2309 75	
Leitch Memorial Funds.............................	2462 03	
Students in Divinity.............	155 00	
Queen's College Endowment Fund.....................	92912 57	
Scholarships	1714 23	
Profit and Loss................................	69784 06	

$176423 82

Queen's College, Kingston, 21st April, 1873.

W. IRELAND,

Secretary-Treasurer.

Certified as correct, as per separate statement.

JOHN KERR,
JOHN CREIGHTON, } *Auditors.*

Kingston, 22nd April, 1873.

No. 4—STATEMENT OF RECEIPTS AND DISBURSEMENTS ON ACCOUNT OF SCHOLARSHIPS AND PRIZE ESSAYS FOR THE YEAR ENDING 10th APRIL, 1873.

RECEIPTS.

Balance on hand 10th April, 1872, as per account.... ......$1785 98				
Dominion	Scholarship.......................$200 00			
Cataraqui	do.	....	50 00	
Leitch Memorial	do.	No. 2.................	86 40	
Mowat	do.	....	50 00	
Prince of Wales	do.	....	48 00	
Allan	do.	....	100 00	
Leitch Memorial	do.	No. 1.................	57 60	
Russell	do.	....	50 00	
Campbell	do.	....	80 00	
St. And'w's, Scotl'd,	do.	....	36 51	
Kingston Ladies'	do.	....	24 00	
Toronto Ladies'	do.	... .	24 00	
Hy. Glass Memorial	do.	....	20 00	
Watkins	do.	....	80 00	
St. Paul's	do.	No. 1.................	60 00	
Hardy	do.	....	50 00	
Synod	do.	No. 1........	80 00	
Aberdeen University	do.	....	48 41	
Synod	do.	No. 4	60 00	
Colonial Committee Grant for Scholarships.			243 33	

——— 1448 25

$3234 23

DISBURSEMENTS.

Prize Essays—Paid Principal for Prizes............		$48 00	
Dominion	Scholarship—E. D. McLaren........	65 00	
Col. Committee	do. No. 1 J. Cormack.....	50 00	
Col. Committee	do. No. 3 R. J. Craig............	55 00	
Cataraqui	do. W. J. Gibson..........	50 00	
Col. Committee	do. No. 4 J J. Cameron	50 00	
Col. Committee	do. No. 5 A. H. Cameron	60 00	
Leitch Memorial	do. No. 2 M. McGillivray........	80 00	
Leitch Memorial	do. add'l No. 2 J. L. Stuart.....	80 00	
Mowat	do. H. Cameron...........	50 00	
Prince of Wales	do. for Prize.............	60 00	
Allan	do. 1st h'lf J. A. Lindsay..........	25 00	
Leitch Memorial	do. No. 1 G. Claxton...........	57 00	
Russell	do. R. Shaw..............	50 00	
Campbell	do. J. M. Duff.............	80 00	
St. Andrew's, Scot., do.	J. Mordy.............	50 00	
Kingston Ladies' do.	D. McIntyre..........	35 00	
Hy. Glass Memorial do.	A. McMurchy........ .	35 00	
Watkins	do. P. A. Macdonald..... .	80 00	
St. Paul's	do. No. 1 J. G. Stuart...........	60 00	
Hardy	do. W. Mundell....... ...	50 00	
Synod	do. No. 1 T. D. Cumberland... ..	80 00	
Aberdeen Univ'sty do.	W. Donald...........	50 00	
Synod	do. No. 2 J. J. Craig............	80 00	
Synod	do. No. 3 W. A. Laing..........	80 00	
Synod	do. No. 4 P. C. McNee...	60 00	
		———	1520 00
Balance.........			1714 23
			$3234 23

Queen's College, Kingston, 21st April, 1873.

W. IRELAND,
Secretary-Treasurer.

Certified as correct, as per separate report.

JOHN KERR,
JOHN CREIGHTON, } *Auditors.*

Kingston, 22nd April, 1873.

No. 5—STATEMENT OF QUEEN'S COLLEGE ENDOWMENT FUND ACCOUNT FOR THE YEAR ENDING 10th APRIL, 1873.

RECEIPTS.

Amount received to 10th April, 1869............	$21255 83	
From April, 1869, to 10th April, 1870..	33166 73	
From April, 1870, to 10th April, 1871..	22786 66	
From April, 1871, to 10th April, 1872..	14819 90	
Total received to 10th April, 1872...............	$92029 12	
Deduct expenses to 10th April, 1872, as per statements...................$ 790 96		
Transfers to Revenue to 10th April, 1872.. 5450 94		
	6241 90	
		$85787 22
Received from 10th April, 1872 to 10th April, 1873.........	8380 34	
		$94167 56

DISBURSEMENTS.

From 10th April, 1872, to 10th April, 1873.

Travelling Expenses.... ....$	13 90	
Printing...........	14 00	
Investigating Titles......................... .	5 00	
Postages	2 44	
Bank Agency	0 75	
Transferred to Revenue Account for Subscriptions and Interest on Subscriptions.... .... 1218 90		
	1254 99	
Balance................................	92912 57	
	$94167 56	

Accounted for as follows :—

City of Mont'l Stock, 91 shares at 10 per cent. prem.	$10010 00			
County of Frontenac Debentures, $3000, at 5 per cent. discount........................	2850 00			
Township of Thorah Debentures, $2000, at 8¼ per cent. discount	1835 00			
Township of Thorah Debentures, $2000, at 8 per cent. discount..........	1840 00			
53 Shares Merchants' Bank Stock at par........	5300 00			
100 " " " " at 7 per cent. prem...	10700 00			
130 Shares Merchants' Bank Stock at 10 per cent. prem.................$14300 00				
Less 3 instalments not yet due.... 3900 00				
	10400 00			
Township of Caledon Debentures, $3500, at 5 per cent. discount........................	3325 00			
Township of Mono Debentures, $3000, at 5 per cent. discount........................	2850 00			
Township of Brock Debentures, $2500, at 6 per cent. discount..................	2350 00			
Township of Eldon Debentures, $2500, at 4¼ per cent. discount........................	2387 50			
Township of Bexley Debentures, $3000, at 3¼ per cent. discount....	2895 00			
Township of Sommerville Debentures, $3000, at 3¼ per cent. discount...................	2895 00			
County of Drummond Debentures, $3000, at 5 per cent. discount....	2850 00			
Mortgages—A. Ferguson, at 7 per cent..........	6000 00			
A. McIsaacs, at 7 per cent...	175 00			
J. R. Trumpour, at 8 per cent......	4000 00			
J. Foley, at 7½ per cent............	1300 00			
A. Smyth, at 7 per cent............	600 00			
Geo. Raworth, at 7½ per cent.......	1200 00			
Absalom Greeley, at 8 per cent.....	3000 00			
J. L. Silver, at 8 per cent..........	400 00			
Bills Receivable—Charles Rogers, Toronto......	100 00			
Robert Hay, Toronto..........	500 00			
Invested in College Buildings..................	5747 35			
Deposited in Toronto P. B. Society.............	5020 69			
		$90530 54		
Lent College.... ....$1660 36				
Less Repaid.... .... 25 00				
		$1635 36		
In Merchants' Bank............... ... $760 13				
Deduct to be transferred to General Ac't. 13 46				
		746 67		
			2382 03	
			$92912 57	

Queen's College, Kingston, 21st April, 1873.

W. IRELAND, *Secretary-Treasurer.*

Certified as correct, as per separate report.

Kingston, 22nd April, 1873.   JOHN KERR,
                                JOHN CREIGHTON, } *Auditors.*

REPORT OF THE GENERAL COMMITTEE ON THE ENDOWMENT OF QUEEN'S COLLEGE.

To the Reverend the Synod of the Presbyterian Church of Canada in connection with the Church of Scotland.

The total sum of receipts at this date is $100632.46. This in cludes contributions to the ordinary revenue of the College, amounting to $6669.84, and expenses incurred by the prosecution of the Scheme to $827.05. Deducting these two amounts from the aggregate of receipts, the whole sum realized for capital is shown to be $93135.57. This however, as reported last year, is subject to a debt of $7807.90, caused by shortcomings in revenue for the years 1869–71.

The whole decrease of income since the suspension of the Commercial Bank, given in detail in the last report of the Committee is $7030.00. To take its place the College is now in receipt of an annual revenue of $6106 from securities purchased by funds collected under the Endowment Scheme. While this result is exceedingly gratifying it is yet inadequate. It is, therefore, earnestly hoped that the interest hitherto taken in the Scheme will not stop short of a complete restoration of the former financial position. Friends responsible for subscriptions not yet paid are particularly urged to discharge their obligations without delay. By so doing they will add from $500 to $600 to the revenue.

The last report of the Committee contained such full information respecting the progress of the Scheme that it is deemed unnecessary to enter into details on the present occasion.

All which is respectfully submitted by

W. SNODGRASS,
Convener.

31st May, 1873.